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Organized so that each teacher may use some latitude in planning teaching approaches, the guide describes the sequential curriculum used with educable mentally retarded children in a residential setting. Arithmetic, language arts, science, and social studies are outlined separately for preprimary, primary, and intermediate levels. Vocational units are outlined units are outlined for vocational orientation shop, vocational orientation homemaking, and vocational orientation community living. Six appendixes outline supplementary activities in the following: 11 job training outlines for concurrent work experiences; industrial therapy work areas for patients who have completed the educable program; art program; music program; physical education; and speech and language development program. (DF)

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State Department of Public Welfare
Division of Mental Hygiene

A CURRICULUM FOR THE RESIDENTIAL EDUCABLE CHILD

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SOUTHERN WISCONSIN COLONY AND TRAINING SCHOOL
UNION GROVE, WISCONSIN

John M. Garstecki, Superintendent

January, 1967

A CURRICULUM FOR THE RESIDENTIAL EDUCABLE CHILD

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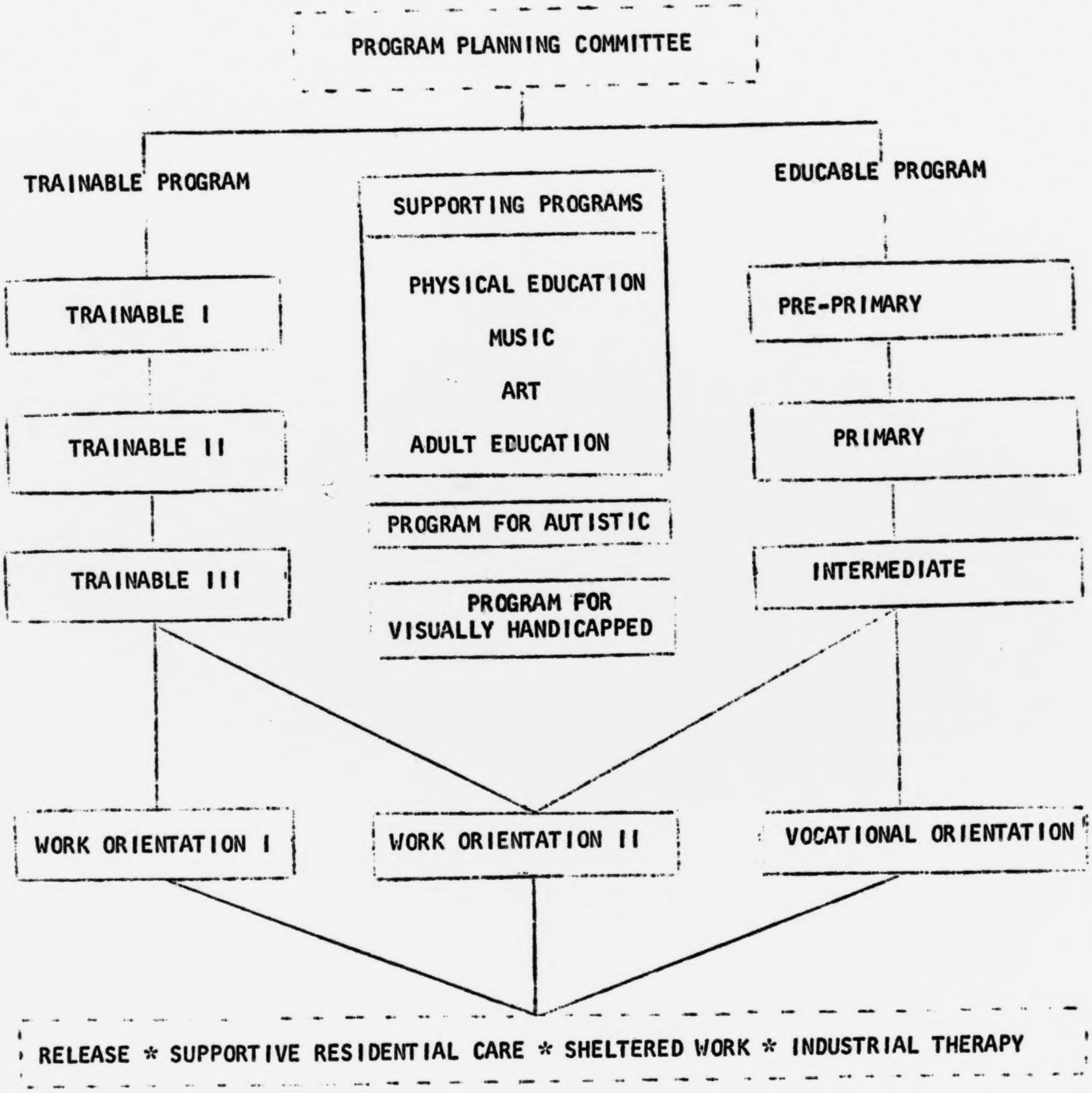
SCHOOL DEPARTMENT -- PROGRAM CHART


PROGRAM PLANNING COMMITTEE
TRAINABLE PROGRAM
SUPPORTING PROGRAMS
PHYSICAL EDUCATION
MUSIC
ART
ADULT EDUCATION
EDUCABLE PROGRAM
TRAINABLE I
TRAINABLE II
TRAINABLE III
PROGRAM FOR AUTISTIC
PROGRAM FOR VISUALLY HANDICAPPED
PRE-PRIMARY
PRIMARY
INTERMEDIATE
WORK ORIENTATION I
WORK ORIENTATION II
VOCATIONAL ORIENTATION
RELEASE * SUPPORTIVE RESIDENTIAL CARE * SHELTERED WORK * INDUSTRIAL THERAPY

PREFACE

The purpose of this guide is to set forth, in a sequential format, the curriculum content necessary to provide a group of educable retarded children in a residential school with appropriate training. It does not attempt to advise teachers how to teach the content. It is not concerned with a distinct philosophy or approach. Providing scope to the sequential design of this curriculum is accomplished by the individual teacher through lesson planning, utilizing her training and knowledge to determine the plan of organization that best fits the needs of the group.

This guide is organized so that each teacher may exercise a degree of latitude in organizing teaching responsibilities. Such organization could fall into any one or a combination of approaches such as the:

1. persistent life situations approach;
2. related social functions approach;
3. unified subjects approach;
4. subject matter approach.

The teacher, therefore, is responsible for exercising professional judgment based upon knowledge of the learner in selecting a particular plan of organization to meet the learner's needs.

The teacher is also guided by the philosophy of the school's administration. This philosophy is dedicated to the belief that the needs of learners are best met when instruction evolves from the needs and purposes of the learner. Needs and purposes of the learner are generally twofold: present and future. Thus, classroom experiences at Southern Wisconsin Colony evolve from the problems of living in a residential situation and meeting the needs of a learner one day to be returned to the community. The broad objectives of the program are to develop intellectual capacities to the fullest degree and provide maximum opportunities for good social adjustment and opportunities for maturational development. The broad objectives are met by organizing classroom experiences around "situations" that foster growth in individual capacities, social participation, and abilities to deal with environment.

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DESCRIPTION OF EDUCABLE PROGRAMS

PRE-PRIMARY

Pre-primary enrollment is usually preceded by pre-school attendance with the classes being composed of children between the ages of four and eight. An understandable degree of verbalization is necessary for inclusion. Emphasis is upon providing the children with readiness experiences and activities in preparation for advancement into primary classes.

PRIMARY

Primary programming is a continuation in sequence of the pre-primary class. It includes children from ages six to twelve years. Emphasis is placed on beginning academic skill building.

INTERMEDIATE

The sequence of experiences is continued from the primary program. The age range in this program is eight to sixteen years. Emphasis is on the further development of skills and experiences, preparatory to vocational orientation enrollment.

VOCATIONAL ORIENTATION

An increasingly competitive work-a-day world challenges the educable retarded. The preparation of this potential worker creates a greater challenge to the educator.

The primary goal of the Vocational Orientation Program is that of providing a sequence of experience that will prepare the children, through the development of personal competencies, for future economic usefulness within the demands of their society. The patients then can use these experiences as a frame of reference upon which they can draw when meeting similar experiences at a later time.

The vocational orientation phase of programming encompasses ages sixteen to twenty-two and is comprised of the following:

Vocational Shop

The Vocational Shop is organized and operated within the framework of a general comprehensive shop. The broad areas of experience are: woodworking, general metals, general plastics, general leather, and home mechanics.

Homemaking

The areas of experience covered in the Homemaking Program are: personal development, foods, clothing, home care, and child care and baby sitting.

Community Living

As the name implies, Community Living is the transitional program for returning children to the community. Encompassing the experiences areas of personal care and appearance, health and nutrition, citizenship, world of work, communications, transportation, commerce, individual and group welfare services, the family and its members; the Community Living Program prepares the student for his eventual return to the community on an independent basis.

Concurrent Work Experience

The Colony has numerous work areas throughout its operation to which patients can be assigned concurrently with the vocational orientation programming.

Assignment is made to these work areas to:

1. Evaluate habits, attitudes, efficiency, emotional stability, capabilities, aptitudes, and determination of placement in Industrial Therapy and possible community jobs.
2. Provide new experiences.
3. Provide an orientation to work.
4. Support classroom endeavors.

A sequential list of tasks and associated knowledges has been developed for each work area. (See Appendix A). Employees supervising the students help them to gain maximum skill and knowledge in each area before the student is moved to a new area. The period of time the student is assigned to each work area is determined by the student himself, his ability and interest. Minimum assignment, three months. Maximum assignment, one year.

Daywork

Although the supervision and administration of the Daywork Program is done by the Social Service Department, it is considered an integral part of the Vocational Orientation Program. Daywork provides actual work experiences in the community and aids the student in making the transition from the Colony to the community. Students are considered for Daywork upon reaching 18 years of age and are continued even after completion of their vocational orientation programming. Daywork is assigned on a day-by-day basis or where the student can room and board with the employer, for up to a week.

DESCRIPTION OF SPECIALIZED AND SUPPORTING PROGRAMS

Art Program

See Curriculum Guide Appendix C.

Physical Education

See Curriculum Guide Appendix E.

Visually Handicapped

A very small percentage of the visually handicapped at the Colony are considered to be educable. A separate curriculum guide has been developed and is available upon request.

Adult Education

Adult education classes are conducted one evening per week throughout the regular school session. These include shop, homemaking, ceramics, art, academics, etc. and are meant to be refresher classes to aid in maintaining the level of competency attained in previous day classes.

Industrial Therapy

Upon completion of the educable program, patient are assigned to various work areas throughout the Colony (see Appendix B). A therapeutic payment is made to the patients for work performed.

No longer training oriented, Industrial Therapy patients now work full days, putting to use the experiences gained in their formalized education, to maintain their performance level and gain the satisfactions associated with work.

Vocational Achievement

Vocational Achievement is designed to provide educational experiences through the free enterprise system. Participating patients sell a product or service within the Colony at a nominal profit, after purchasing such goods and materials as are needed to conduct their business. Examples of these enterprises are, carwashing, shoe shine stand, fishing worm business, and truck gardening.

PRE-PRIMARY

I. Arithmetic

A. Basic Number Understandings

1. Rote counting to 10
2. Using numbers to ten
3. Using ordinal numbers to 3rd

B. Quantitative Vocabulary and Use

on
in
over
under
around
after
by
far
wide
narrow
middle
winter
summer
clock
too
half
bottom
how many
how much
down
up
mark
tall
out
hot
morning
afternoon
circle(s)
draw
count
show
little
long (er) (est)
short (er) (est)
big (er) (est)
square
night
day
all
whole

C. Addition

1. Recognition of 1-3 objects, pictures - semi-concrete.

D. Subtraction

1. Build subtraction understanding through use of concrete materials.

E. Fractions

1. Concept of a whole number.
2. Concept of a half of an object.

F. Money Values

1. Concept of penny.
2. Concept of nickel.
3. Concept of dime.

G. Measurement used in Daily Living and other Social Living Experiences

1. Time

    a. time to begin
    b. time to stop
    c. morning
    d. day
    e. night
    f. realization that days and months have names
    g. changes of seasons

2. Liquid

   a. glass of milk or koolaid

3. Geometric figures

   a. triangle
   b. square
   c. circle
   d. star
   e. rectangle
   f. straight line

4. Temperature

   a. hot
   b. cold
   c. warm
   d. cold enough for snow suits
   e. too cold for out-of-doors play
   f. cottage number

II. Language Arts

A. Writing

1. Readiness Activities

   a. scribbling on a chalk board, introducing circles and straight lines
   b. using large crayons; following directions in making straight lines on large size paper
   c. exercises, such as going around in circles with fingers on table
   d. following or tracing over a given line or circle
   e. tracing or copying one's name
   f. child should be made to see the difference in the letters - some tall - below the line - etc.
   g. use of lines, manuscript paper

B. Reading

1. Readiness Activities

   a. training in auditory perception and good listening habits
      -listening for and identifying everyday sounds indoors and outdoors
      -reproducing sounds, words, sentences, rhymes
      -listening to instructions, directions, and stories

   b. training in visual perception and habits of observation
      -noting likenesses and differences in objects
      -color
      -size
      -shape
      -form

- -observing picture details
- -interpreting pictures
  - -theme
  - -drawing inferences and conclusions

C. Training in Verbal Facility and Expression of Ideas

1. Building vocabulary and concepts through real and vicarious experiences

   a. field trips
   b. film strips
   c. stories
   d. discussion

2. Organizing ideas into sequence

   a. re-telling stories
   b. re-telling experiences
   c. relating events

3. Developing ability to group things

   a. plants
   b. animals
   c. furniture
   d. clothing

4. Developing ability to speak in complete sentences

5. Improving enunciation, intonation, and pitch

   a. imitation
   b. rhymes
   c. choral speaking.

III. Science

A. People

1. Identifying physical needs of people

   a. sleep
   b. exercise
   c. shelter and protection
   d. air; food; water
   e. elimination

B. Animals

1. Identifying animals

   a. pets
   b. farm animals
   c. wild animals
      - -zoo
      - -regional

2. Where and how do animals live
    - a. shelter
    - b. food; water
    - c. growth
3. What animals do for man
    - a. farm animals
    - b. pets
    - c. balance of nature
4. Being kind to animals
    - a. pets
    - b. birds

C. Plants

1. Identifying common plants and trees
    - a. trees
    - b. flowers
    - c. vegetables
    - d. fruit
2. Growth needs of plants
    - a. air
    - b. soil
    - c. water
    - d. light
3. Useful plants
    - a. food
    - b. shelter
    - c. beauty
    - d. clothing
4. Harmful plants
    - a. weeds
    - b. poisonous plants

D. Earth, Sun, Moon, Stars

1. The Earth
    - a. features and characteristics
        - -soil
        - -rivers
        - -lakes
        - -oceans
        - -mountains
        - -desert
        - -size; shape

- 2. Sun - Moon - Stars
  - a. general characteristics of each
- E. Seasons and Weather
  - 1. Seasonal characteristics
    - a. spring; summer; fall; winter
  - 2. Weather
    - a. weather conditions
      -terminology and identifying
    - b. water cycle
    - c. relationship to man
- F. Machines and Energy
  - 1. Simple machines
    - a. identification and how used
      -work
      -toys
  - 2. Complex machines
    - a. play
    - b. work
    - c. transportation
    - d. communication
  - 3. Energy
    - a. sources
    - b. uses
    - c. conservation
- G. Science Vocabulary

IV. Social Studies

- A. Self
  - 1. Personal hygiene and appearance (habit training)
    - a. washing and bathing
    - b. grooming
    - c. oral hygiene
    - d. toileting
    - e. proper appearance

2. Health and Safety
    a. proper rest and exercise
    b. proper seasonal attire
    c. proper diet
    d. reporting illnesses and accidents
    e. determining safe activities

3. Personal Knowledge
    a. name
    b. address
    c. age; birthdate
    d. sex

4. Family and Home
    a. parents
    b. siblings
    c. home address and town

B. Environment

1. Cottage
    a. location and number
    b. physical areas
    c. daily schedule
    d. authority
    e. cottage personnel

2. The Colony
    a. location
    b. personnel of daily personal contact
    c. direct services
    d. Activity Department activities and facilities
       -teachers -supervisor -classmates
    e. the school
       -teachers -principal -classmates -time schedule
    f. communication
    g. transportation
    h. responsibilities

3. The Community
    a. home community
       -location -rural -urban
    b. communities near Colony
       -types and functions of buildings and businesses
       -service personnel
    c. communications
    d. transportation
    e. responsibilities

4. The State, Nation, and World
    a. historical
    b. economy
    c. governments

C. Social Skills

1. Desirable personal attributes
    a. controlling excitement, temper, and frustrations
    b. demonstrates good work habits
       -tries hard and completes task
    c. uses simple courtesy words
    d. listens to and follows instructions
    e. does not interrupt
    f. avoids name-calling and profanity
    g. avoids loud talking, laughter noisiness, and show-off behavior
    h. respects authority
    i. is kind to animals

2. Desirable group interaction
    a. knows and respects rights of others
    b. shares
    c. waits turn
    d. plays fair
    e. helping others

D. Historical Background (identification)

1. Important people; birthdates

2. Important days

3. Happenings.

PRIMARY

I. Arithmetic

A. Basic Number Understandings

1. Rational counting to ten.
2. Reading numbers to 50.
3. Writing numbers to 25.
4. Using ordinal numbers to 5th.

B. Quantitative Vocabulary and Use

- old
- new
- many
- some
- few
- more
- before
- beside
- below
- between
- round
- left
- right
- heavy
- light
- noon
- near
- place
- side
- both
- inside
- than
- as many as
- less (than)
- late (er) (est)
- early (ier) (est)
- warm
- cool
- empty
- full
- part
- spoonful
- fast (er) (est)
- slow (er) (est)
- take away
- add
- subtract
- altogether
- in all
- off
- end
- on time
- handful
- o'clock
- age
- addition
- next

C. Addition

1. Simple one step problems with basic addition and subtraction facts.
2. Recognition of four objects in a group.
3. Recognition of five objects in a group.

D. Subtraction

1. Subtraction combinations to five
   - a. rote
   - b. with counters
2. Addition combinations to five
   - a. rote
   - b. with counters

E. Fractions

1. a half of an object
2. a fourth of an object

PRIMARY

F. Money Values

1. Recognize a nickel.
2. Recognize a dime.
3. Recognize a quarter.
4. How many cents in a nickel.
5. How many cents in a dime.

G. Measurements Used in Daily Living and Other Social Living Experiences

1. Time

    a. time for lunch
    b. time for recess
    c. time for school
    d. time by the hour
    e. time by the half hour
    f. time by the quarter hour
    g. concepts of
        -today
        -tomorrow
        -yesterday
        -names of the days and sequence
        -use of calendar
        -birthdate -month -day

2. Linear

    a. inch
    b. foot

3. Liquid

    a. pint
    b. quart
    c. half pint
    d. cup

4. Dry

    a. units as needed

5. Quantitative

    a. dozen
    b. pound
    c. pair

6. Geometric figures

    a. plain figures
    b. three dimensional

7. Temperature

    a. hot
    b. cold
    c. colder than yesterday

8. Making simple measurements.

9. Making simple purchases requiring change-making.

H. Problem Solving

1. Simple one-step oral and written problems with practical application.

II. Language Arts

A. Writing and Penmanship

1. Coordination development

a. large muscle activity
   - skipping
   - running
   - throwing
   - ball bouncing

b. small muscle activity
   - coloring
   - painting
   - drawing
   - cutting
   - manipulative toys
     - blocks
     - construction sets
     - peg boards
     - puzzles

c. manuscript printing
   - tracing
   - copying
   - noting tall and short letters, spacing, capitals, periods

d. cursive writing
   - tracing capital letters
   - copying
   - transcribing from printed and cursive writing

2. Written expression

a. writing from dictation
b. writing short sentences
c. writing short messages
d. writing letters
e. addressing envelopes and cards
f. writing short compositions
g. answering questions in writing
h. supplying information in writing

B. Reading

1. Left to right orientation

    a. charts
    b. picture books

2. Building a sight vocabulary

    a. chart stories
    b. basal readers
    c. seat work and board work
    d. signs
    e. labels
    f. weather news and date written daily
    g. use of weekly menus

3. Sound and name of initial consonants

    a. familiar words
    b. own name
    c. names of classmates
    d. words in picture dictionary

4. Word recognition using word attack skills: context, configuration, phonic analysis, structural analysis

    a. consonant substitution
    b. rhyming words
    c. inflectional endings
    d. compound words
    e. syllabication
    f. long and short vowels
    g. blends and digraphs

5. Oral reading

    a. to improve enunciation and pronunciation
    b. to improve phrasing and rhythm in speech

6. Skill in interpreting what is read in terms of how, where, why, who, what

    a. reading signs for protection and safety
    b. following directions
    c. filling out forms
    d. reading notices and announcements
    e. reading ads
    f. reading newspapers, magazines, pamphlets
    g. reading for information
    h. reading for pleasure

7. Looking for information
    a. using a table of contents
    b. knowledge of alphabetical order in using
        - telephone directory
        - dictionary
        - index
        - catalogs
        - reference books
        - directories

C. Verbal Self-Expression

1. Show and tell.
2. Book reports.
3. Relating activities
    a. field trips
    b. vacations and passes
    c. cottage activities

D. Spelling

1. Spoken vocabulary.
2. Reading vocabulary.

III. Science

A. People

1. Understanding people's physical needs
    a. sleep
    b. exercise
    c. shelter and protection
    d. air; food; water
    e. elimination

B. Animals

1. Identification of animals
    a. pets
    b. farm animals
    c. wild animals
        - zoo
        - regional
2. The needs of animals
    a. food; water; air
    b. shelter
    c. protection
    d. sunshine
3. Reproduction
    a. live born
    b. eggs

4. Characteristics, habits, and features of animals

    a. protection
        - weather
        - other animals

    b. eating types
        - herbivorous
        - carnivorous

5. Useful animals

    a. pets
    b. farm animals
        - food
        - clothing
        - work
    c. wild animals
        - sports
        - zoos
        - balance of nature

6. Harmful animals

    a. pests
        - disease
        - eating crops
    b. poisonous animals

7. Kindness to animals

    a. pets
    b. birds
    c. farm animals

C. Plants

1. Identifying plans in environment

    a. trees
        - gymnosperm
        - angiosperm
    b. shrubs
    c. flowers
    d. vegetables
        - root vegetables
        - grains
        - leaf vegetables
    e.. fruit
        - types

2. Growth needs of plants

    a. air
    b. soil
    c. water
    d. light
    e. temperature
    f. protection from enemies

3. Useful plants

    a. food
    b. shelter
    c. clothing
    d. beauty
    e. conservation

4. Harmful plants

    a. weeds
    b. poisonous plants

5. Plant parts

    a. roots
    b. stem
    c. leaves
    d. blossom
    e. seeds

6. Plant reproduction

    a. seeds
    b. bulbs
    c. shoots, runners, cuttings

D. Earth, Sun, Moon, Planets, Stars

1. The Earth

    a. features and characteristics
        -soil
        -rivers
        -lakes
        -oceans
        -mountains
        -hills
        -minerals
        -desert
        -swamp
        -islands
        -streams
        -caves
        -forests
        -jungles
        -farm lands

    b. conservation of resources

2. Sun, Moon, Planets, Stars

    a. general characteristics
    b. effect and relationship to the earth

E. Seasons and Weather

1. Seasonal characteristics
   -spring; summer; fall; winter

2. Weather

   a. weather conditions
      -terminology
      -identification

   b. water cycle
   c. relationship to moon, plants, man, and animals

F. Machines and Energy

1. Simple machines and their functions

   a. play
   b. work

2. Complex machines and their function

   a. play
   b. work
   c. transportation
   d. communication

3. Energy

   a. sources
   b. uses
   c. conservation

G. Science Vocabulary

IV. Social Studies

A. Self

1. Personal hygiene and appearance (approaching the need) (refinement to highest level of competency).

   a. washing and bathing
   b. grooming
   c. oral hygiene
   d. toileting
   e. proper appearance
      -dress
      -posture and actions
      -grooming

2. Health and Safety (need and relationship)
    a. proper rest and exercise
    b. proper seasonal attire
    c. proper diet
    d. reporting illnesses and accidents
    e. determining safe activities and conduct

3. Personal knowledge
    a. name
    b. address
    c. age; birthdate; birthplace
    d. sex
    e. religious denomination

4. Family and home
    a. parents and occupations
    b. siblings
    c. address (written)
    d. relationship to other family members
    e. responsibilities of family members

B. Environment

1. Cottage
    a. locations and numbers
    b. physical areas
    c. daily schedule
    d. authority
    e. cottage personnel

2. The Colony
    a. location
    b. personnel of direct and indirect contact
    c. direct and indirect services
    d. Activity Department
        -activities
        -facilities
        -personnel
    e. School Department
        -personnel
        -time schedule
        -programs
        -facilities
    f. communications
    g. transportation
    h. responsibilities

3. The Community
    a. home community
        -location
        -services
    b. communities near Colony
        -locations
        -types of buildings and businesses and their function
        -service personnel and function
    c. communication
    d. transportation
    e. responsibilities

4. The State, Nation, and World
    a. locations
    b. historical background
    c. economy
    d. governments
        -governor
        -president

C. Social Skills

1. Desirable personal attributes
    a. controlling excitement, temper, and frustrations
    b. demonstrates good work habits
        -tries hard and completes task
    c. uses simple courtesy words
    d. listens to and follows instructions
    e. does not interrupt
    f. avoids loud talking, laughter noisiness, and show-off behavior
    g. avoids name calling and profanity
    h. respects authority
    i. is kind to animals

2. Desirable group interaction
    a. knows and respects rights of others
    b. shares
    c. waits turn
    d. plays fair
    e. helping others
    f. makes and acknowledges introduction
    g. makes and acknowledges compliments
    h. develops conversation ability

D. Historical Background (Purposes of)

1. Important people - birthdates.
2. Important days.
3. Important happenings.

INTERMEDIATE

I. Arithmetic

A. Basic Number Understandings

1. Achieve maximum level in reading numbers.
2. Achieve maximum level in writing numbers.
3. Using ordinal numbers to 31st for calendar use.
4. Count by 2's, 5's, and 10's to 100.
5. Use of place value and commas.
6. Use of all symbols for fundamental operation (-, +, ÷, x, $\overline{)\quad}$).

B. Quantitative Vocabulary and Use

less
small
each
high
great
low
among
ahead
underneath
column
examples
number left
twice-as-many
half-past
check
enough for
total

sharing
beginning
curved
straight
beneath
boxful
pailful
cupful
thick
thin
close (er) (est)
quickly
slowly
group
answer
subtraction
ounce

pound
remainder
sum
plus
minus
fraction
multiplication
measure
multiply
divide
division
gallon
figure (2 meanings)
length
most
problem
second
(several meanings)

C. Addition

1. Combinations to highest level.
2. Checking answers.
3. Adding

   a. dollars and cents
   b. pounds and ounces

4. Correct use of signs

D. Subtraction

1. Bring to maximum achievement.
2. Correct use of signs, terms.
3. Checking answers.
4. Subtracting

   a. dollars and cents
   b. pounds and ounces

INTERMEDIATE

E. Fractions

1. Half of an object.
2. Quarter of an object.
3. Fractions of an inch to 1/8.

F. Money Values

1. Concept of all silver coins.
2. Concept of United States currency.
3. Symbols, dollars, and cents.
4. Combination of silver and currency to make $5.
5. Simple change-making activities.

G. Measurement Used in Daily Living and Other Social Living Experiences

1. Time

   a. telling time to five minute intervals
   b. telling time of important activities
   c. days of months in order
   d. important dates
   e. dating papers, etc.

2. Linear

   a. inches; feet; yards

3. Liquid

   a. cups; pints; quarts; gallons

4. Quantitatives

   a. ounces; pounds
   b. half dozen; dozen
   c. teaspoon; tablespoon

5. Temperature

   a. reading several styles of thermometers
   b. terms
      -freezing
      -boiling
      -zero
      -above
      -below
   c. discussion of weather

6. Social arithmetic
   a. height
   b. weight
   c. keeping a simple record
   d. keeping score
   e. making purchases, sales, and change
   f. finding addresses
   g. using a calendar
      -day of the month
      -other ways
   h. using measurement tables

H. Problem Solving

1. Continued use of one step problems.
2. Introduction to two step problems.

I. Multiplication

1. Meaning of multiplication.
2. Multiplication of facts 1's through 9's.
3. Multiplying with one multiplier
   a. no carrying
   b. carrying

J. Division

1. Meaning of division.
2. Even division facts 1's through 9's.
3. One figure divisors; no carrying.

II. Language Arts

A. Penmanship

1. Bring manuscript writing to best possible level.
2. If able to write cursively, bring ability to maximum potential:
   a. spacing of words
   b. use of capitals
   c. use of punctuation marks, periods, commas.
3. Writing as used in life experiences
   a. letters
   b. short notes
   c. shopping lists
   d. filling out various forms, applications, etc.

C. Reading

1. Expanding sight vocabulary
   a. story charts
   b. readers
   c. seat work and board work
   d. signs
   e. labels
   f. weather news and dates

2. Word recognition using word attack skills: context, configuration, phonetic analysis, structural analysis

   a. consonant substitution
   b. rhyming words
   c. inflectional endings
   d. compound words
   e. syllabication
   f. long and short vowels
   g. blends and digraphs

3. Oral reading

   a. to improve enunciation and pronunciation
   b. to improve phrasing and rhythm in speech

4. Skill in interpreting what is read in terms of how, when, where why, who, what

   a. reading signs for protection
   b. following directions
   c. filling out forms
   d. reading notices, announcements
   e. reading ads
   f. reading daily menus
   g. reading newspapers, magazines, pamphlets
   h. reading for information
   i. reading for pleasure

5. Looking for information

   a. using a table of contents
   b. knowledge of alphabetical order for using:
      -telephone directory
      -dictionary
      -index
      -catalogs
      -reference books
      -directories
   c. knowledge of where to look for information
      -services
      -emergencies
      -general knowledge
      -daily needs

D. Verbal Self-Expression

   1. Show and tell.
   2. Book reports.
   3. Relating activities
      a. field trips
      b. vacations and passes
      c. cottage

E. Spelling

   1. Spoken vocabulary.
   2. Reading vocabulary.

INTERMEDIATE

III. Science

A. People

1. Understanding and satisfying people's physical needs

   a. sleep
   b. exercise
   c. shelter and protection
   d. air; food; water
   e. elimination

B. Animals

1. The needs of animals

   a. food; water; air
   b. shelter
   c. protection
   d. sunshine

2. Reproduction

   a. live born
   b. eggs

3. Characteristics, habits, and features of animals

   a. protection
      -weather
      -other animals
   b. eating types
      -herbivorous
      -carnivorous
      -omnivorous
   c. nocturnal and diurnal
   d. feature differences
      -mammals
      -insects
      -reptiles
      -fish
      -shellfish
      -birds

4. Useful animals

   a. pets
   b. farm animals
      -food
      -clothing
      -work
   c. wild animals
      -sports
      -zoos
      -balance of nature

5. Harmful animals
    a. pests
        - disease
        - eating crops
    b. poisonous animals

6. Kindness to animals
    a. pets
    b. birds
    c. farm animals

C. Plants

1. Identifying plants in environment
    a. trees
        - gymnosperms
        - angiosperms
    b. shrubs
    c. flowers
    d. vegetables
        - root vegetables
        - leaf vegetables
        - grains
    e. fruit

2. Growth needs of plants
    a. air
    b. soil
    c. water
    d. light
    e. temperature
    f. protection from enemies

3. Useful plants
    a. food (seeds, roots, stems, leaves, blossoms, fruit)
    b. shelter
    c. clothing
    d. beauty
    e. conservation
    f. industrial uses
    g. medicine and drugs

4. Harmful plants and control
    a. weeds
    b. poisonous plants

5. Plant parts
    a. roots
    b. stem
    c. leaves
    d. blossom
    e. seeds

6. Plant reproduction
    - a. seeds (devices for scattering)
    - b. bulbs
    - c. shoots, runners, cuttings

D. Earth, Sun, Moon, Planets, Stars

1. The Earth
    - a. features and characteristics
    - b. movement and gravitation
    - c. conservation nad resources

2. Sun, Moon, Stars, Planets
    - a. general characteristics
    - b. effect and relationship to the earth
      -day -night -tides, -etc.

E. Seasons - Weather - Climate

1. Seasonal characteristics and relationships to each other
    - a. spring; summer; fall; winter

2. Weather
    - a. weather conditions
      -terminology
      -identification
      -causation
    - b. water cycle
    - c. relationship to man, plants, and animals.

F. Machines and Energy

1. Complex machines
    - a. functions for play, work, transportation, communications
    - b. use

2. Energy
    - a. sources
    - b. uses
    - c. conservation

G. Science Vocabulary

INTERMEDIATE

IV. Social Studies

A. Self

1. Personal hygiene and appearance
    - a. washing and bathing
    - b. grooming
    - c. oral hygiene
    - d. proper appearance
        - -dress
        - -posture and actions
        - -grooming

2. Health and safety
    - a. proper rest and exercise
    - b. proper seasonal attire
    - c. proper diet
    - d. reporting illnesses and accidents
    - e. avoiding illnesses and accidents
    - f. determining safe activities and conduct

3. Personal knowledge
    - a. name
    - b. age; birthdate; birthplace
    - c. address
    - d. physical characteristics (height - weight)
    - e. religious denomination

4. Family and home
    - a. parents and occupation
    - b. siblings
    - c. written address
    - d. relationships to other family members
    - e. responsibilities of family members

B. Environment

1. Cottage
    - a. location and number
    - b. physical areas and function
    - c. daily schedule
    - d. authority
    - e. cottage personnel

2. Colony
    - a. location
    - b. personnel of direct and indirect contact
    - c. direct and indirect services (locations and function)
    - d. Activity Department
        - -activities
        - -facilities and function
        - -personnel and function
    - e. School Department
        - -personnel and function
        - -time schedule
        - -programs and locations
        - -facilities and functions
    - f. communications
    - g. transportation
    - h. responsibilities

3. The Community
    - a. home community
        - -location
        - -services
    - b. communities near Colony
        - -locations
        - -types of services offered and function
    - c. communications
    - d. transportation
    - e. responsibilities

4. The State, Nation, and World
    - a. locations
    - b. historical background
    - c. economy
    - d. governments
        - -governor
        - -president
        - -legislators

C. Social Skills

1. Desirable personal attributes
    - a. controlling excitement, temper, and frustrations
    - b. demonstrates good work habits
        - -tries hard and completes task
    - c. uses simple courtesy words
    - d. listens to and follows instruction
    - e. does not interrupt
    - f. avoids name calling and profanity
    - g. avoids loud talking, laughter noisiness, and show-off behavior
    - h. respects authority
    - i. is kind to animals

2. Desirable group interaction

   a. knows and respects rights of others
   b. shares
   c. waits turn
   d. plays fair
   e. helping others
   f. makes and acknowledges introduction
   g. makes and acknowledges compliments
   h. develops conversation ability

D. Historical Background (contributions made)

   1. Important people - birthdates.

   2. Important days.

   3. Important happenings.

VOCATIONAL ORIENTATION SHOP

The guidelines for the operation of the Vocational Orientation Shop have been drawn up as a means of accomplishing the following objectives within the limitations of the individual.

I. To develop desirable work habits, attitudes, efficiency, and emotional stability.

II. To develop skill in the use of hand tools and power equipment.

III. To accustom the student to the general workshop environment including safe conduct, new sounds, and proper wearing apparel.

Emphasis is placed on the necessary characteristics of the good worker he is expected to be upon completion of the program.

Vocational Orientation girls exchange classes with the boys for a period of about four weeks per year.

General Woodworking

Objectives:

1. To develop the student's skill in performing the fundamental operations of woodworking.

2. To develop the student's recognition of good craftmanship and material, so that he is more able to purchase wood products wisely.

3. To acquaint the student with the more commonly used wood and wood products.

4. To develop the student's interest and ability to carry on in a vocational or avocational woodworking shop.

Unit I Shop Safety in the Woodworking Area

A. General conduct in the shop.
B. Injury procedure.
C. Safe practices with hand tools.
D. Safe practices with power tools.
E. Fires, fire extinguishers, fire drill procedures.

Unit II Good Housekeeping

A. Care of shop furniture and equipment.
B. Cleaning with a brush, mop, broom, cloth, air hose, vacuum cleaner, Roto-clone.
C. Care of cleaning equipment and storage of cleaning equipment.

VOCATIONAL ORIENTATION SHOP

Unit III Acquaintance with Hand Tools

A. Marking and layout tools.
B. Cutting tools.
C. Shaving tools.
D. Boring tools.

Unit IV Hand Tools

A. Selection of proper tools.
B. Proper use of tools.
C. Care and maintenance of tools.

Unit V Woods and Other Related Materials

A. Identification.
B. Selection of proper material.
C. Properties of materials.

Unit VI Planning and Procedure in Woodworking

A. Reading a working drawing.
B. Following a pattern.
C. Bill of materials.
D. Steps to follow in constructing a project.
E. Cost estimates.

Unit VII Acquaintance with Wood Finishes

A. Types of finish.
B. Properties of materials.
C. Selection of proper finish.

Unit VIII Wood Finishing Procedures

A. Steps to follow in applying the finish.
B. Proper application of the finish.
C. Cleaning of finishing equipment.

Unit IX Safe Practices with Power Tools

A. Operation.
B. Changing accessories.
C. Maintenance.

Unit X Acquaintance with Power Tools

A. Cutting machines.
B. Shaving machines.
C. Boring machines.
D. Sanding machines.

VOCATIONAL ORIENTATION SHOP

Unit XI Power Machines

A. Selection of correct machine.
B. Proper use of machines.
C. Care of machines.

Unit XII Design in Woodworking

A. What is design.
B. Recognizing good design.
C. Ability to design.

Unit XIII Grinding and Sharpening Stones

A. Safe practices.
B. Selection of.
C. Use of.
D. Care of.

Unit XIV The Nail

A. How made.
B. How sold.
C. Selection of.

Unit XV The Screw

A. How made.
B. How sold.
C. Selection of.

Unit XVI Wood Glue

A. Type
B. Preparation of.
C. Proper application.

Unit XVII Common Hardware

A. Familiarization with.
B. Selection.
C. How sold.
D. How made.

Unit XVIII Lumber Industry

A. What it is.
B. Where found.
C. Jobs and related fields.

Unit XIX Lumber

A. Drying.
B. How sold.
C. Where sold.

VOCATIONAL ORIENTATION SHOP

Unit XX **Our Forests and Conservation**

- A. Where found.
- B. What they mean to us.
- C. Preservation of them.

Unit XXI **Individual and Group Work**

- A. Special projects in shop.
- B. Special projects outside shop.

Home Mechanics

Objectives:

1. To develop the student's skill in care, repair, and replacement of common home articles.

2. To develop the student's knowledge and recognition of home maintenance problems.

3. To develop the student's recognition of well-made products of industry, used in the home, so that he is more able to purchase them wisely.

Unit I **Refinishing Furniture**

- A. Preparation for refinishing.
- B. Refinishing.
- C. Care of finish.

Unit II **Household Upholstery**

- A. Replacing worn coverings.
- B. Re-tie springs.
- C. Re-seat chairs.
- D. Spot removal and cleaning of upholstery.

Unit III **The Care and Upkeep of Hardwood Floors**

- A. Floor preparation.
- B. Cleaning.
- C. Refinishing.
- D. Application of wax.

Unit IV **The Care of Linoleum**

- A. Kinds of linoleum.
- B. How it is laid.
- C. Refinishing of linoleum.
- D. Stenciling linoleum.
- E. Care of linoleum.

VOCATIONAL ORIENTATION SHOP

Unit V Plaster Patching

A. Understanding commercial plaster.
B. Knowledge of plaster component.
C. Patching holes in plaster.
D. Covering a hole in wall paper.
E. Understanding of papered walls.

Unit VI Repairing Window and Door Screens

A. Repairing the frame.
B. Repairing holes in the wire.
C. Replacing screen wire.

Unit VII Door Locks and Hinges

A. Understanding lock lubrication.
B. Eliminating problems in locks.
C. Door plate adjustments.
D. Understanding door knob adjustment.
E. Lubrication of door hinges.

Unit VIII The Window Shade

A. Understanding the construction of the shade roller.
B. Adjusting the shade roller.
C. Hanging a window shade.
D. Repairing a window shade.
E. Understanding different types of shades and their use.

Unit IX Electric Service with Safety

A. Safety precautions.
B. Practicing safety.
C. Remove fear of electricity.

Unit X Repair of Electrical Cords

A. Types of cords.
B. Repair of extension cords.
C. Repair of heater cords.
D. Selection of proper cords.

Unit XI Care and Upkeep of Household Motors

A. Keeping motors in running order.
B. Proper oiling.
C. Repairing a round belt.

Unit XII Care and Upkeep of Plumbing

A. Replacing a washer on a faucet.
B. Understanding water faucet and valve construction.
C. Draining the plumbing.
D. Testing for gas and water leaks.

VOCATIONAL ORIENTATION SHOP

Unit XIII Care and Use of Lawn Mowers

A. Mowing the lawn.
B. Sharpening the blade.
C. Proper oiling.
D. General maintenance.

Unit XIV Care, Repair, and Use of Bicycles

A. Riding a bicycle
  1) regulations.
B. Tires and wheels.
C. Proper oiling.
D. General maintenance.

General Plastics Area

Objectives:

1. To develop the student's skill in performing the fundamental operations of plastic work.

2. To acquaint the student with the more commonly used plastic and plastic products.

3. To develop the student's recognition of good craftsmanship and material so that he is more able to purchase plastic products wisely.

4. To develop the student's interest and ability to carry on in a vocational or avocational plastic shop.

Unit I Safe Working Practices in the Plastics Area

A. General conduct in the plastics area.
B. Injuries procedures.
C. Safe practices with hand tools.
D. Safe practices with power tools.
E. Fires, fire extinguishers, fire drill procedure.

Unit II Good Housekeeping

A. Care of shop furniture.
B. Cleaning with a brush, mop, broom, cloth, air hose, vacuum cleaner, Roto-clone.
C. Care of cleaning equipment and storage of cleaning equipment.

Unit III Proper Use of Hand Tools

A. Marking and layout tools.
B. Cutting tools.
C. Shaving tools.
D. Boring Tools.
E. Tapping and threading tools.
F. Forming.

VOCATIONAL ORIENTATION SHOP

Unit IV Familiarization and Selection of Plastic and Related Materials

A. Identification of different types of plastics.
B. Selection of proper plastics for the job.
C. Properties of plastics.

Unit V Planning and Procedure for Plastics Work

A. Working drawings.
B. Patterns.
C. Bill of materials.
D. Steps to follow in constructing a project.
E. Cost estimates.

Unit VI Acquaintance with Plastic Finish and Surfaces

A. Colors.
B. Wax.
C. Smooth.
D. Texture.

Unit VII Familiarization with Power Tools and Accessories

A. Cutting machines.
B. Shaving machines.
C. Boring machines.
D. Sanding machines.

Unit VIII Power Machines

A. Selection of correct machine.
B. Proper use of machine.
C. Care of machine.

Unit IX Design in Plastics

A. What design is.
B. Recognizing good design.
C. Ability to design.

Unit X Common Hardware Used with Plastics

A. Attachment fasteners.
B. Knobs, hinges, etc.
C. Purchasing hardware.

Unit XI The Plastics Industry

A. What it is.
B. Where found.
C. Types of plastic manufactured.
D. How plastic is manufactured.

VOCATIONAL ORIENTATION SHOP

Unit XII Plastics Cement

A. Types of cement.
B. Uses of cement.
C. What it is made from.

Unit XIII Overlaying

A. What overlaying is.
B. How it is done.
C. Purpose for it.

Unit XIV Storing and Care of Plastic

A. Storage area.
B. Protection of surfaces.

Unit XV Casting Plastic

A. Purposes or uses of cast plastic.
B. Types of casting plastic.
C. How to cast plastic.

Unit XVI Air Forming

A. Where and when it is done.
B. How to do air forming.
C. Necessary equipment.

Unit XVII Occupational Opportunities in the Plastics Industry

A. Facts about the industry.
B. Where industry is located.
C. Occupations and requirements.
D. Job application procedure.

"GIRLS" HOUSEHOLD MECHANICS

Objectives:

1. To develop an awareness in the student of household articles that need repair.
2. To show the student various means of satisfying home repair problems.
3. To develop a sense of self-confidence within the student so that she is more able to cope home repair problems.

Unit I Re-gluing Furniture

A. Determining the kind of glue to use.
B. Properly apply glue.
C. Properly apply clamps.

VOCATIONAL ORIENTATION SHOP

Unit II Applying Paint, Varnish, and Enamel

A. The differences between paint, varnish, and enamel.
B. The differences between inside and outside paint.
C. Preparation of surfaces for paint, varnish, or enamel.
D. Application of paint, varnish, or enamel.

Unit III Care, Cleaning, and Storing Paint and Varnish Brushes

A. Care of brush while using.
B. Cleaning paint or varnish from brush.
C. Cleaning shellac from a brush.
D. Storage after using.

Unit IV Finishing Wood and Re-finishing Furniture

A. Understanding the nature of stains, fillers, and other finishing material.
B. Applying finishing material to new wood.
C. Preparing for the refinishing process.
D. Refinishing furniture.

Unit V Household Upholstery

A. Replacing worn-out coverings.
B. Re-tying springs.
C. Re-seating chairs.
D. Removing spots and cleaning upholstery.

Unit VI The Window Shade

A. Adjusting the roller shade.
B. Hanging a window shade.
C. Repairing a window shade.
D. Understanding different types of shades and their uses.

Unit VII The Electric Iron

A. The construction of an electric iron and becoming familiar with some of its parts.
B. Being able to make minor repairs and adjustments.
C. Becoming familiar with the use of electric terms.

Unit VIII The Gas Stove

A. Learning the appearance of properly and improperly adjusted gas flames.
B. Understanding the mixer.
C. Adjusting the burners.
D. Cleaning the burners.

Unit IX Lighting the Home

A. Understanding proper lighting.
B. Developing a buyer's knowledge of lamps and fixtures.
C. Gain some knowledge as to the cost of good lighting.

VOCATIONAL ORIENTATION SHOP

General Metals

Objectives:

1. To develop the student's skill in performing the fundamental operations of general metal work.
2. To develop the student's knowledge of common metal.
3. To develop the student's recognition of good craftsmanship and material so that he is more able to purchase metal products wisely.
4. To develop the student's interest and ability to carry on in a vocational or avocational general metal working shop.

Unit I Layout Procedures

A. Simple rectangle, square, circle.
B. Layout tools.
C. Measurement and measuring tools - how to use them.

Unit II Shaping Metal

A. Bending, twisting, forming of ornamental iron.
B. Bending of sheet metal and forming of sheet metal by hand.
C. Bending and forming tools - how to use them.
D. Filing metals:
    1) types - flat, half-round, round, triangular;
    2) teeth - coarse, smooth, single and double cut;
    3) how to use a file.

Unit III Drilling in Metal

A. Hand drill, portable electric drill, drill press.
B. Selection of drills.
C. Location of holes to be drilled.
D. Marking of holes to be drilled.
E. Drilling properly.
F. Countersink.

Unit IV The Tap and Die Set

A. Threads - coarse, fine.
B. Size of holes and rods, pipe in relation to selection of tap and dies.
C. How to use taps and dies.

Unit V Smoothing and Polishing Metal

A. Abrasives to use.
B. The power grinder and portable electric drill.
C. Correct polishing procedure.

VOCATIONAL ORIENTATION SHOP

Unit VI Cutting Metal

A. Hack saw.
B. Tin snips.
C. Cold chisel.

Unit VII Iron Ore to Metallic Iron to Steel

A. Mining the ore.
B. The blast furnace.
C. Forms of iron and steel.

Unit VIII Effects of Heat on Steel

A. Types of steel.
B. Different heat processes.
C. Why heat treatment is necessary.

Unit IX Simple Case Hardening

A. Case hardening process.

Unit X Care of Metal Working Tools

A. Simple rules for proper care.
B. Examples of good and bad care.

Unit XI Soldering

A. Soldering flux.
B. How to prepare and use the soldering copper, iron, and gun.
C. How to solder galvanized iron.

Unit XII Riveting

A. How to rivet sheet metal and strap iron.
B. Types of rivets and their uses.
C. Methods of riveting.

Unit XIII Finishing of Metal

A. Hammered finish.
B. Burnished finish.
C. Lacquer and enamel finish.

Unit XIV How Metal is Made

A. Sheet metal process.
B. Cast iron and other iron alloys.
C. Tempered metals.

VOCATIONAL ORIENTATION SHOP

General Leather

Objectives:

1. To develop the student's skill in performing the fundamental operation of the industry.
2. To acquaint the student with the more commonly used leather and leather products.
3. To develop the student's recognition of good craftsmanship and material so that he is more able to purchase leather products wisely.
4. To develop the student's interest and ability to work on leather in a vocational or avocational leather working shop.

Unit I Safe Working Practices

A. Proper handling of knives and other sharp tools.
B. Safe working conditions such as lighting, seating, work area, etc.
C. Safe use of machines as sander and band saw.

Unit II Good Housekeeping

A. Cleaning work area including benches and floor.
B. Return tools to tool racks.
C. Cleaning jobs - each person cleans his own area.

Unit III Leather - Its Source and Uses

A. Types of leather - hides, skins, lining leather.
B. Where leather comes from: animals such as cows, calves, pigs, horses.
C. Uses such as shoes, saddles, wearing apparel, etc.

Unit IV Familiarization and Selection of Leather and Related Materials

A. Recognition of and identification of hides, skins, and lining leather.
B. Recognition of and identification of buckram, lacing, and hardware.

Unit V Planning and Procedure in Leather Work

A. Plan of procedure for making items of leather.
B. Materials needed for leather projects.
C. Tools needed for leather projects.

VOCATIONAL ORIENTATION SHOP

Unit VI Proper Use and Care of Hand Tools

A. Layout, marking, cutting, and punching tools.
B. Care of sharp edged tools and others.

Unit VII Acquaintance with Leather Finishes, Conditioners, and Dyes

A. Dilute ammonia, saddle soap, neat's-foot oil, dyes, polish, neat's-lac, neat's-sheen.

VOCATIONAL ORIENTATION SHOP

Expected Levels of Attainment

	Woodworking	Metal Working	Plastics	Leather Work
Planning	Students may select project plans with teacher's advice.	Students may select project plans with teacher's advice.	Students may select project plans with teacher's advice.	Students may choose project plans from teacher selected plans and materials.
Layout	Projects are layed out using plans scaled to no less than 1/4 inch.	Proejcts are layed out using plans scaled to no less than 1/4 inch.	Proejcts are layed out using plans scaled to no less than 1/4 inch.	Plans are layed out using full scale cardboard patterns.
Tool Use	Complete use of all hand and power tools.	Complete use of all hand and power tools.	Complete use of all hand and power tools.	Student to use all hand tools in project work.
Assembly	Students fabricate projects using screws, glue, plugs, dowling clamps, and fasteners.	Students fabricate using rivets, fasteners, and soldering equipment.	Students fabricate projects using rivets, fasteners, and glue.	Students fabricate projects using glue, lace, and fasteners.
Finishing	Sanding and finishing is done by use of hand and power sanders as needed, and finish is selected and applied as needed for the project.	Finishing is done by use of hand and power sanders and files. Appropriate finish.	Finishing is done by the use of hand and power sanders as needed, and wax is applied.	Finish selected as needed for the perticular project.

VOCATIONAL ORIENTATION HOMEMAKING

To develop individual interests and needs, allow for independent determination of time use and to help the student develop self-confidence, two or three days of the week the girls may determine their class activity. Activities chosen by the girls often include washing personal clothing, ironing, mending, food projects to serve the other class members, and contruction of simple garments for themselves.

Field trips into the community include monthly trips to purchase classroom supplies, personal shopping trips and others relating to the area of instruction being presented. Film strips and movies are used to supplement the program when adaptable.

Vocational Orientation boys exchange classes with the girls for a period of four weeks per year.

Personal Development

Objectives:
1. To develop a desire to appear attractive and well groomed.
2. Understanding of the basic needs of people living together; their rights and obligations.
3. Develop a desire to be a cooperating member of the group and society.
4. Some understanding of the human growth process and its relationship to health, personal appearance, and social life.

Unit I Good Grooming

- A. Acceptable appearance for school, on the job, in the home, at social occasions.
- B. Daily and weekly health needs:
  1. baths and washing;
  2. hair care;
  3. teeth;
  4. skin, hands, feet, and nails;
  5. clothing changes.

Unit II Social Behavior

- A. Behavior acceptable in school, home, job, and Colony situations.
  1. table manners;
  2. general manners.
- B. Individuals
  1. respect for other's property, rights, and feelings;
  2. differences between individuals.

Unit III Girls' Development

- A. Body changes.
- B. Menstrual cycle.

Foods

Objectives:
1. Basic understanding of a balanced healthful diet.
2. Ability to prepare simple foods.
3. Ability to plan, purchase, and prepare simple family meals.
4. Ability to select healthful foods from a menu of a commercial eating place.
5. Develop social acceptable table manners.

6. Understanding of need for food and kitchen cleanliness for sanitary food handling.

7. Ability to serve or assist in serving food to others.

8. Enjoyment of meal planning preparation, serving (and eating) in family-type, service, buffet service, and picnic situations.

9. Ability to offer and accept friendly hospitality.

Unit I Daily Meals

A. Body needs and how they vary.
B. Basic food groups.
C. Family meals prepared in home.
D. Meals selected from menu.
E. Buying foods in groceries, markets.

Unit II Cooking Tools and Measuring

A. Identification of most used tools, utencils, and appliances.
B. Measuring various types of food stuffs.

Unit III Table Setting

A. Identification of various types of tableware and their use.
B. Proper setting of a table for various breakfasts, lunches, dinners, and snacks.

Unit IV Cleanliness and Safety in the Kitchen

A. Personal cleanliness.
B. Dishwashing and kitchen cleanup.
C. Special cleaning of utencils, pots and pans, large and small appliances, and silverware.
D. Safe use of sharp tools, fire, and accident precautions.

Unit V Preparation of Simple Foods

A. Snacks - summer drinks, cookies, sandwiches, beverages, special party foods.
B. Breakfast - fruits, eggs, pancakes and waffles, syrups, cereals, beverages, and bacon.
C. Lunch or supper - soups, sandwiches, salads, casseroles, hamburgers, chili, raw vegetables.
D. Dinner - cooked vegetables, meats, poultry, rolls, salads, desserts.

Clothing

Objectives:

1. Ability to select and care for suitable clothing for the individual.

2. Some proficiency in making simple washable garments useful to the student.

3. Ability to use or operate sewing equipment according to the individual's abilities.

4. Some skill in understanding how to care for clothing of different fibers, finishes, and trims.

5. An awareness of the value of labels and consumer information.

Unit I Selecting Clothing

A. Factors involved include body proportions of wearer, coloring, planned uses, care needed, and price.
B. Daily selection from Colony wardrobe affected by seasons, plans for day.

Unit II Simple Clothing Construction

A. Sewing tools, their purpose, and safe use.
B. Quick projects as felt bedroom slippers, button bracelets, place mats, head scarves.
C. Safe operation of sewing machine.
D. Simple garment construction, aprons, skirt, sleeveless blouse, dress or housecoat, pajamas, slacks.

Unit III Clothing Care

A. Mending:
   1) replacing buttons;
   2) hems;
   3) seams and torn areas.
B. Fabrics and labels.
C. Stain removal.
D. Washing clothing:
   1) sorting;
   2) cleaning agents;
   3) operation of automatic washer and dryer;
   4) hanging or folding and storing;
   5) ironing.
E. Pressing.
F. Commercial laundry and dry cleaning:
   1) operation;
   2) cost.

VOCATIONAL ORIENTATION HOMEMAKING

Home Care

Objectives:
1. Ability to operate and use satisfactorily home cleaning tools and materials in cleaning situations.

2. Understanding of health needs which make cleanliness in a home important.

3. Enjoyment of neat, orderly room.

Unit I Room Cleaning

A. Work patterns.
B. Tools and supplies:
    1) vacuum cleaners;
    2) brooms, mops, brushes;
    3) polisher, waxes, metal cleaners.

Unit II Special Cleaning of Areas

A. Kitchen:
    1) stove, refrigerator, sink;
    2) cupboards, windows, walls;
    3) floors;
    4) trash and garbage;
    5) dishwashing.
B. Dining and living room areas:
    1) glasswares, silverware;
    2) table cloths, mats;
    3) floors, rugs, draperies, lamps, books, sofas, chairs.
C. Bedroom:
    1) bed-making;
    2) storage of bedding, personal clothing.
D. Bathroom:
    1) bathtub, toilet bowl, wash bowl, shower;
    2) storage of towels;
    3) storage of toilet articles, cosmetics.
E. Laundry area:
    1) care of washers and dryers;
    2) storage of washing materials, bleaches, starches;
    3) irons and ironing board care.

Child Care

Objectives:
1. Some understanding of smaller children, their development and needs.

2. To develop an awareness of safety needs of children in a home.

VOCATIONAL ORIENTATION HOMEMAKING

Unit I Understanding Children

- A. Individuals are different.
- B. Growth patterns of children.

Unit II Baby's Needs

- A. Feeding.
- B. Bathing.
- C. Play.
- D. Clothing.
- E. Sleep.
- F. Safety and first aid.

Unit III Baby-Sitting Job

- A. Arrangement with parents:
  - 1) time, telephone numbers needed, special needs of child.
- B. Do's and don'ts relating to telephone, friends, television, refrigerator, your appearance, manners.
- C. Your play.

Homemaking for Boys

Objectives:

1. To acquaint boys with home-sized equipment for cooking, washing, mending, and cleaning, and to gain some skills in using them.

2. To develop some skills in meal planning, serving, simple cookery, in clothing, and home care.

3. To give opportunity to develop some social skills and understanding through working together and assuming individual and group responsibilities.

Areas of home economics training which may be covered as listed below:

Unit I Personal Development

- A. Grooming for men and boys:
  - 1) daily and weekly needs;
  - 2) appearance acceptable to others on job, in home, at social occasions.
- B. Social behavior:
  - 1) behavior acceptable in home situations and in social groups.

VOCATIONAL ORIENTATION HOMEMAKING

Unit II **Foods**

- A. Daily needs:
  - 1) nutrition needs of men and boys;
  - 2) planning daily meals;
    - a. home
    - b. restaurant meals - selection
- B. Food preparation and serving:
  - 1) personal cleanliness in food handling;
  - 2) table setting and serving;
  - 3) prepare breakfast and lunch;
    - a. beverages, coffee, and cocoa
    - b. egg and meat cookery
    - c. simple one-dish casserole lunch
    - d. simple desserts or cookies, cake mix
- C. Care and cleaning of kitchen area:
    - a. dishwashing and sink area
    - b. stove, refrigerator, floor-care.

Unit III **Clothing Care**

- A. Mending:
  - 1) sewing on buttons;
  - 2) "iron on" patches and repairing;
  - 3) sock darning;
  - 4) machine stitching of torn seams;
  - 5) pocket repair.
- B. Stain and spot removal.
- C. Washing clothing:
  - 1) sorting;
  - 2) cleaning agents;
  - 3) operation of automatic washer and dryer;
  - 4) folding and storing;
  - 5) ironing shirts.
- D. Pressing garments.

Unit IV **Home Care**

- A. Principals of cleaning a room:
  - 1) general work pattern for cleaning;
  - 2) vacuum cleaning;
  - 3) window and metal cleaning;
  - 4) dusting and polishing furniture;
  - 5) floor-care.

VOCATIONAL ORIENTATION HOMEMAKING

Expected Levels of Attainment

Personal Development	Foods	Clothing	Home Care	Child Care
Each student expected to appear in class well groomed.	Selection of food projects and place in family meals.	Understanding of their clothing needs as shown by selection of school clothing and sewing projects.	Understanding of the care various rooms of home and Colony need.	Able to relate to small children.
Clothing worn to class to be appropriate for school or special activity.	Students serve and enjoy prepared foods. Table manners acceptable in homes or restaurants expected of students.	Able to launder according to personal needs cooperatively with others in class.	Demonstrate understanding through care of students' rooms on cottage, or helpfulness in cleaning of cottage areas.	Shows interest and concern for safety of the child.
Students expected to keep assigned areas neat. May keep personal items in drawer. Ask permission before opening or borrowing from others. Teachers also to get permission from students.	Ability to set table correctly according to menu planned with minimal or no illustrative help.	Improving ironing skills of all types of clothing.	Able to participate in cleaning experiences in home or community with fair to satisfactory results. According to ability, may assume responsibility for cleaning a room.	Able to care for child with mother or teacher supervision.
	Girls assume responsibility for cleanup and cooperatively manage work to be done.	Students able to operate sewing machine and construct garments appropriate to their needs, figures, and abilities. Should be able to thread machine independently, wind bobbin, select supplies needed from supply cupboard, and return neatly to place.		Able to dial emergency numbers of community areas.

VOCATIONAL ORIENTATION COMMUNITY LIVING

Considering the varied levels of abilities of the class members and underlying educational principles, the curriculum progresses from the relatively simple needs stressing the individual to the more complex or group needs. Some of the broad objectives that are of concern throughout the program are to develop:

I. Self-concepts, skills, and individual goals.

II. Personal attitudes and adjustment for citizenship in the community.

III. Adjustment of attitudes and relationships in boy-girl behavior.

IV. Knowledge of the world of work and play, and adjustment to practical community experiences.

V. An understanding of the family, its members, and their needs.

Personal Care and Appearance

Objectives:
1. To develop habits and understandings of factors of personal cleanliness.
2. To develop an understanding that appearance and cleanliness are desirable for the well-being and acceptance of the individual.

Unit I Personal Cleanliness

A. Bath and shower:
  1. products and procedures;
  2. proper attention to body and other related parts.

B. Care and grooming of the hair:
  1. products and procedures for boys;
  2. products and procedures for girls;
  3. use of the barber and beauty shop.

C. Shaving for boys and makeup for girls:
  1. products and procedures;
  2. proper use of makeup.

D. Care of the teeth:
  1. materials and procedures;
  2. use of mouth washes;
  3. importance of care after meals.

E. Associated products and procedures:
  1. deodorants;
  2. leg-shaving.

Unit II Clothing Care and Appearance

- A. Materials and seasonal wear.
- B. Basic wardrobe for occasions:
  - 1. needs of boys;
  - 2. needs of girls.
- C. Style and care of clothing.
- D. Purchasing of clothing:
  - 1. sizes.
- E. Purchasing and care of shoes.
- F. Procedures for cleaning of clothes:
  - 1. washing;
  - 2. dry-cleaning;
  - 3. ironing.
- G. Storage of seasonal clothing.

Health and Nutrition

Objectives:

1. To develop the understanding of the importance of good food and health to each individual.

2. To develop the understanding of the importance of planned meals to maintain good health.

3. To develop the understanding that planned buying and storage is important, relative to the day-by-day living in the community.

Unit I Basic Food Groupings

- A. Relative food values.
- B. Breakfast:
  - 1. basic foods and purchasing;
  - 2. table setting.
  - 3. table manners.
- C. Lunch or dinner:
  - 1. basic foods and purchasing;
  - 2. table manners.
- D. Supper:
  - 1. basic foods and purchasing;
  - 2. table setting;
  - 3. table manners.
- E. Lunch for work:
  - 1. basic foods and purchasing;
  - 2. preparation.

Unit II Planning Meals

- A. Amounts of food;
- B. Develop one week's menu;
  - 1. use of basic foods.

Unit III Learning How to Purchase Foods

A. Price and purchasing.
B. How to select various foods.
C. Fresh and canned foods:
  1. meats;
  2. vegetables;
  3. fruits.
D. Seasonal buying;
  1. meats and fish;
  2. vegetables and soups;
  3. fruits.
E. Ready-to-eat foods:
  1. uses;
  2. prices.
F. Storage of foods:
  1. freezing;
  2. canning;
  3. other.

Citizenship and the Community

Objectives:
1. To develop participation in community activities as a citizen.

2. To develop adjustment and understanding of the resources of the community for the welfare of the individual.

Unit I Voting

A. Citizenship:
  1. born or naturalized.
B. Voting requirements:
  1. age;
  2. residence;
  3. registration;
  4. obligation.
C. Candidates:
  1. parties;
  2. platforms;
  3. public issues;
  4. selection of individuals for voting.
D. Marking ballots:
  1. pencil;
  2. machine.
E. Where to vote:
  1. resident areas.
F. Election campaigns.

Unit II Understanding the Community

- A. City, town, or village:
  - 1. general definitions.
- B. Functions and responsibilities for the welfare of the residents:
  - 1. education;
    - a) schools;
  - 2. religion;
    - a) churches;
  - 3. recreation;
  - 4. protection;
  - 5. utilities;
  - 6. cultural standards.

Unit III Making Friends in the Community

- A. Meaning of friendship;
  - 1. friends;
  - 2. acquaintances;
  - 3. strangers.
- B. Experiences together can lead to friendship.
- C. Growth and development of friendly relationships:
  - 1. you;
  - 2. appearance;
  - 3. money;
  - 4. job and social position;
  - 5. problems.
- D. Likes and dislikes.
- E. Where friendships are developed:
  - 1. school;
  - 2. church;
  - 3. work;
  - 4. recreation;
  - 5. street corner.

World of Work

Objectives:

1. To develop the understanding that there is work for most individuals in the community.

2. To develop the understanding and responsibility of the job.

3. To develop the understanding that work is important as a good portion of life is engaged in the world of work.

Unit I Jobs, the Nature of Work

- A. Glamour or prestige jobs.
- B. Inside jobs.
- C. Outside jobs.
- D. Working a full day.

VOCATIONAL ORIENTATION COMMUNITY LIVING

Unit II **Jobs Available to the Retarded**

A. Self assessment.
B. Unskilled and semi-skilled jobs.

Unit III **Finding a Job**

A. Employment bureaus.
B. Want ads.
C. Help wanted signs.
D. Visiting employment offices.
E. Friends and relatives.

Unit IV **Qualifications**

A. Ability to work (skills).
B. Ability to follow directions.
C. Habits, attitudes and efficiency.

Unit V **Applying for a Job**

A. Application blank.
B. Personal interview.
C. Telephone call.
D. Letter.

Unit VI **Wages**

A. Types:
    1. salary;
    2. hourly;
    3. incentive.
B. Deductions:
    1. taxes;
    2. social security;
    3. insurance;
    4. retirement;
    5. union fees.
C. Fringe Benefits:
    1. security;
    2. insurance;
    3. working conditions;
    4. room and board.

Unit VII **Personalities on the Job**

A. Getting along with others:
    1. joker;
    2. pick-and-pester;
    3. crab;
    4. "yes" man;
    5. nick-names;
    6. friends on-the-job.
B. Criticism.

Unit VIII Joining the Union

- A. Open and closed shop.
- B. Union membership:
  - 1. regulations;
  - 2. fees;
  - 3. benefits;
  - 4. meetings;
  - 5. activities.

Unit IX Insurance (Group)

- A. Hospital plans.
- B. Doctor plans.
- C. Benefits.

Unit X Selection of Three Jobs

- A. Viewing jobs.
- B. Points to consider.

Communications and the Community

Objectives:
1. To develop the use of the community resources for the benefit of the individual.

2. To develop understanding and relationship of the resources to the individual.

Unit I Written Communications

- A. Letters:
  - 1. friendly letter;
  - 2. business letter;
  - 3. postcard.
- B. Telegrams:
  - 1. rate (day or night letter);
  - 2. money order services.
- C. Use of the postal service:
  - 1. mailing items:
    - a) mail boxes;
    - b) money orders;
    - c) weight (class);
    - d) special delivery;
    - e) airmail;
    - f) addressing;
  - 2. mailing packages:
    - a) size;
    - b) weight;
    - c) zones;
    - d) insurance;:
    - e) addressing.

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Unit II Oral Communications

A. Personal contact.
B. Telephone:
  1. use of the phone book;
  2. Nature of telephone services:
    a) friendly calls;
    b) business calls;
    c) emergency calls;
    d) yellow pages.
  3. Uses of the phone:
    a) how to dial;
    b) operator;
    c) pay phones;
    d) manners.

Unit III Community Service Communications

A. Newspapers and magazines.
B. Radio.
C. Television.
D. Libraries.

Transportation and the Community

Objectives: 1. To develop the use of the community resources for the benefit of the individual.

2. To develop understanding and relationship of the resources to the individual.

Unit I Public Transportation

A. Street cars.
B. Buses.
C. Trains.
D. Taxi cabs.
E. Boat trips.
F. Airplanes.

Unit II Private Transportation

A. Auto:
  1. cost;
    a) initial;
    b) upkeep;
    c) insurance.
  2. drivers' license;
  3. rules and regulations.
B. Bicycle:
  1. rules and regulations.

Unit III Use of Services

- A. Purchase of tickets or fare;
  - 1. transfers and services.
- B. Preparation for long trips.
- C. Manners.

Commerce of the Community

Objectives:
1. To develop the use of the community resources for the benefit of the individual.

2. To develop understanding and relationship of the resources to the individual.

Unit I Use of Money

- A. Shown at stores;
  - 1. shopping centers;
  - 2. discount stores;
  - 3. small stores.
- B. Process of buying and selection.
- C. Handling money and making change.

Unit II Business Concerns

- A. Nature of products and services.
- B. Businesses considered:
  - 1. drug stores;
  - 2. restaurant;
  - 3. gas station;
  - 4. shoe store;
  - 5. hardware store;
  - 6. variety store.

Unit III Water System of the City

- A. Nature of the services.
- B. Water bills.

Unit IV Sewage and Sanitation Services

- A. Street sewage.
- B. Garbage and rubbish collection.
- C. Street sweeping.
- D. Health department.

Unit V Power and Electrical Services

- A. Lights, cooking, heating, etc.
- B. Power plants.
- C. Bills and services.

Individual and Group Welfare Services of the Community

Objectives:
1. To develop the use of the community resources for the benefit of the individual.
2. To develop understanding and relationship of the resources to the individual.

Unit I Medical Services

A. Doctor.
B. Dentist.
C. Hospital:
  1. nurses;
  2. staff;
  3. emergency services.

Unit II Police Protection

A. Stations.
B. Nature of operation.

Unit III Fire Protection and Rescue Squads

A. Stations.
B. Nature of operation.

Unit IV Courts and Lawyers

A. What to do when arrested.
B. Levels and costs.
C. Nature of operation.

Unit V Commercial Services

A. Electricians.
B. Plumbers.
C. Laundries:
  1. coin operated;
  2. pickup.
D. Dry cleaners:
  1. pickup;
  2. coin operated.
E. Tailors.

Unit VI Legal Requirements of Individuals

A. Proof of birth:
  1. birth certificate;
  2. register of deeds;
  3. hospital, doctor, friends, relatives.
B. Draft registration:
  1. all men must register and serve;
  2. exemptions;
  3. required to carry registration.

C. Taxes:
  1. federal income;
  2. state income;
  3. property tax (rent);
  4. sales tax;
  5. where to get help with form.

D. Social Security:
  1. applications;
  2. necessary for general employment;
  3. benefits.

E. Laws are for every one:
  1. city;
  2. state;
  3. federal;
  4. public property;
  5. private property.

The Family and Its Members

Objectives:

1. To develop the understanding that each person must relate to the family membership.
2. To develop the understanding that the family functions for the welfare of its members.
3. To develop the understanding that there are responsibilities as well as privileges.
4. To develop the understanding that families have problems as well as individuals.

Unit I Single and Married Life

A. Advantages of each.
B. Disadvantages of each.

Unit II Dating

A. Manners.
B. Expectations.
C. Morality and laws.
D. Going steady.

Unit III Housing

A. Rooming:
  1. furnished;
  2. board;
  3. Y.M.C.A. or Y.W.C.A.;
  4. motel or hotel;
  5. with parents;
    a) responsibilities.

- B. Houses:
  - 1. renting;
    - a) responsibilities;
  - 2. buying a home;
  - 3. cost of housing relative to needed services.
- C. Finding a place to live:
  - 1. want ads;
  - 2. friends;
  - 3. for rent signs.

Unit IV Economic Welfare of the Family

- A. Budget when single:
  - 1. cost of necessary items and recreation;
  - 2. savings (methods);
  - 3. paying bills;
  - 4. budget when single;
  - 5. checking account (necessary);
  - 6. credit purchasing.
- B. Budget for a Family:
  - 1. making out the family budget;
  - 2. writing checks;
  - 3. family savings.
- C. Emotional needs of the family:
  - 1. husband;
  - 2. wife;
  - 3. infant;
  - 4. youngster;
  - 5. teenager.

Unit V Insurance

- A. Types.
- B. Amounts needed for protection.

Unit VI Family Members

- A. Relationships and responsibilities.
- B. Other relatives.
- C. In-laws.

Unit VII Family Fun

- A. Outdoor family activities:
  - 1. picnic;
  - 2. movies;
  - 3. bowling;
  - 4. vacations;
  - 5. sports;
  - 6. fishing;
  - 7. parks and zoos.

B. Family activities at home:
    1. television;
    2. radio;
    3. parties;
    4. hobbies;
    5. music (records and instruments);
    6. games (checkers, cards, etc.);
    7. newspapers;
    8. magazines.

Unit VIII Leisure Time and Recreation

A. Individual and family differences.
B. Recreation areas:
    1. city;
    2. Y.M.C.A. or Y.W.C.A.;
    3. others.
C. Summer activities.
D. Winter activities.
E. Need for a hobby.

Field Trips

Field trips are to be taken whenever they relate best to the unit being presented in the classroom. They need not be terminating activities, indeed, some are best as introductory material, and with the use of films, structuring with a realistic approach to the material is not too difficult. Needless to say, preparation in varying degrees must be made for each trip.

Following is a list of field trips found to be of the most value to the pupils and teacher:

I. Field trips within the Colony:
    A. Barber shop.
    B. Beauty shop.
    C. Food Services.
    D. Clothing services.
    E. Snack Bar.
    F. Water supply.
    G. Electrical supply.
    H. Disposal services.
    I. Communication.
    J. Transportation.
    K. Laundry Services.
    L. Medical Services.
    M. Janitorial Services.

II. Field Trips to the city (commercial):
    A. Small and large groceries.
    B. Drug stores.
    C. Hardware stores.
    D. Clothing stores.
    E. Shoe stores.
    F. Restaurants and drive-ins.
    G. Gas stations.
    H. Variety stores.
    I. Discount stores.

III. Field trips to the city (individual and community):
  A. Fire department.
  B. Police station.
  C. Water services.
  D. Electrical services.
  E. Public health department.
  F. Disposal services.
  G. Emergency services.

IV. Field trips to the city (medical):
  A. Doctor's office.
  B. Dentist's office.
  C. City hospital.
  D. Emergency services.

V. Field trips to the city (transportation & communication):
  A. Bus station.
  B. Train station.
  C. Airport.
  D. Taxicab service.
  E. Telephone company.
  F. Radio and television station.
  G. Postoffice.
  H. Telegraph office.
  I. Newspaper office.

VI. Field trips to the city (world of work):
  A. Social Security Office.
  B. Employment services.
  C. Job interview.
  D. Areas of job possibilities.

VII. Field trips to the city (banking and insurance):
  A. Bank.
  B. Savings and loan.
  C. Lawyer's office.
  D. Court.
  E. Insurance company.

VIII. Field trips to the city (recreation):
  A. Zoos or parks.
  B. Bowling alley.
  C. Picnic.
  D. Sports event.
  E. Y.M.C.A. or Y.W.C.A.
  F. Public library.
  G. Public beach.

Counseling and Guidance

I. Scheduled Counseling
  A. Individual counseling.
  B. Small group counseling (two to five).
  C. Small group counseling (only boys or girls).

CONCURRENT WORK EXPERIENCES
Janitorial Service Job Training Outline

APPENDIX A

TASKS AND DUTIES	THINGS TO KNOW ABOUT THEM
I. Furniture Moving	A. Moves furniture carefully and quietly. B. Groups furniture as compactly as possible. C. Does not block exits or traffic patterns. D. When moving beds with patients in them: 1. Is observant of extending arms or legs; 2. places beds on the outside of the furniture grouping; 3. leaves room for aids to work with bed patients.
II. Sweeping	A. Uses straw broom correctly: 1. uses short, even strokes; 2. grasps broom correctly. B. Uses push broom correctly: 1. uses short, even strokes, tamping broom at end of each stroke. 2. sweeps debris ahead at all times; 3. cleans broom of lint periodically; a) brick wall or spike board. C. Uses bench brush correctly: 1. uses short, even strokes; 2. uses on baseboards, corners, and under overhangs. D. General sweeping procedure: 1. uses an efficient sweeping pattern, no meandering; 2. does not raise excessive dust; 3. gets in all corners; 4. uses bench brush with dust pan; 5. uses sweeping compound when appropriate.
III. Dusting	A. Uses cloth, sponge, or small triangular mop. B. Does area only as large as can be rinsed before drying. C. Starts from floor line and works to ceiling. D. Uses both vertical and horizontal motion to cover all areas and to get in all mortar lines, if tiled.

APPENDIX A

TASKS AND DUTIES	THINGS TO KNOW ABOUT THEM
IV. Bed Washing	A. Starts at top and works down. B. Soaks bed if food particles are dried on. C. Washes all parts including springs. D. Replaces mattress after springs are dry to avoid rusting. E. Dries bed when finished.
V. Window washing	A. Dusts rails, frames, and sills. B. Applies with cloth, sponge, or spray. C. Dries with clean, lintless cloth or squeege. D. If squeege, dries edges of window. E. Re-checks when done for streaks.
VI. Dusting	A. Uses treated dust cloth. B. Starts at top and works down. C. Covers all surfaces. D. Removes all finger prints and stains. E. Is careful not to raise excessive dust. F. Uses clean dust mop to dust walls and ceilings.
VII. Dust Mopping	A. Uses a treated triangular or straight mop. B. Mops with a "swishing" or straight-ahead-push motion. C. Covers all baseboards, corners, and recesses. D. Does not raise excessive dust. E. Shakes mop periodically while cleaning and thoroughly when done.
VIII. Damp Mopping.	A. Uses a clean cotton cord mop. B. Mops in a figure "8" motion, backing away from the work. C. Does not use excessive water on the floor. D. Rinses with clean mop and clear water. E. Cleans and bleaches mops weekly.
IX. Cleaning Toilet Areas	A. Washes walls as in "III" or hoses down with hot water. B. Mops floors as in "VIII". C. Scours basins, slabs, tubs, and outside of toilets. D. Uses bowl cleaner in bowls carefully. E. Cleans and dries all accessory items.

TASKS AND DUTIES	THINGS TO KNOW ABOUT THEM
X. Floor Scrubbing	A. Distributes hot solution with mop.
	B. Uses floor scrubber adequately with care.
	C. Uses straw broom in corners and recesses.
	D. Only does area that can be rinsed before drying.
XI. Floor Rinsing	A. Wrings mop satisfactorily.
	B. Picks up all suds and moisture.
	C. Rinses twice with clear water, and disinfectant.
	D. Uses vinegar rinse on third rinse preparatory to waxing.
XII. Floor Waxing	A. Uses triangular mop, covering all surfaces.
	B. Distributes wax evely and not in excess.
	C. Allows to dry thoroughly before next operation.
	D. Cleans mop thoroughly when finished.
XIII. Floor Polishing	A. Operates polisher satisfactorily.
	B. Covers entire area.
	C. Blanket buffs to remove machine swirls.
	D. Uses buffer to bring back luster of previously waxed floors.
XIV. Mixing Solutions	A. Mixes solutions in proper quantities.
	B. Uses extreme care in pouring and mixing solutions.
	C. Cleans-up any spilled solutions, and cleans hands of any solutions accidentally splashed.

CONCURRENT WORK EXPERIENCE
Laundry Job Training Outline

APPENDIX A

TASKS AND DUTIES	THINGS TO KNOW ABOUT THEM
I. Assisting on laundry truck (male help)	A. Assists in picking up soiled laundry and unloading it. B. Assists in delivering clean laundry.
II. Soiled sorting (male help)	A. Sorts laundry by color. B. Sorts laundry by texture. C. Sorts laundry by type. D. Sorts linens. E. Loads carts for washing machines.
III. Unloading washers (male help)	A. Unloads washers into extractor baskets. B. Distributes clothes evenly in extractor basket.
IV. Unloading dryers (male help)	A. Unloads dryers into baskets for sorting. B. Bags diapers for distribution. C. Bags bath towels for distribution.
V. Preparing linens for flatwork ironing	A. Shakes out sheets for ironing. B. Shakes out pillow cases, aprons, and other articles for flatwork ironing.
VI. Loading washers (male help)	A. Fills washers with proper amounts of clothing or linens.
VII. Loading and operating dryers (male help)	A. Fills dryers with proper amounts of linen or clothing. B. Starts dryer and runs it until clothes are dry.
VIII. Feeding flatwork ironer (female help)	A. With partner, feeds flatwork linens into ironer with proper speed. B. Keeps work taut and free of wrinkles.
IX. Clean sorting (male, female help)	A. Sorts clothing by number. B. Sorts clothing by names. C. Identifies bags for distribution. D. Sorts out articles needing repair.

TASKS AND DUTIES	THINGS TO KNOW ABOUT THEM
X. Folding lines from ironer	A. Folds small items such as pillow cases. B. With partner, folds sheets.
XI. Hand-ironing	A. Uses correct ironing temperature for different fabrics. B. Irons material without wrinkles. C. Folds work properly.
XII. Sewing and mending	A. Sews buttons on garments. B. Makes minor repairs to garments. C. Does straight machine sewing. D. Makes new restraint cord.

CONCURRENT WORK EXPERIENCE
Food Service (Kitchen) Job Training Outline

APPENDIX A

TASKS AND DUTIES	THINGS TO KNOW ABOUT THEM
I. Pre-rinsing dishes at dishwasher	A. Pre-rinses glasses first. B. Changes water after each cart load.
II. Rough washing dish carts	A. Washes clean with soap and water.
III. Stacking dishes for washing	A. Places articles so the face of trays and dishes enter washer first.
IV. Removing dishes from washer and stacking	A. Removes racks from washer and allows dishes to air-dry. B. Stacks dishes properly on clean dish cart.
V. Storing dishes in dining room cupboard	A. Stores glasses in glass racks. B. Stores cups in cup racks.
VI. Cleaning and scrubbing	A. Sweeps dining room. B. Washes windows inside. C. Scrubs loading platforms. D. Mops dining room floor. E. Cleans dishwashing area.
VII. Operates potato peeler	A. Peels one pail of potatoes at one time, not over-peeling. B. Runs water full over potatoes.
VIII. Washing tables and chairs	A. Washes clean with soapy water. B. Re-washes with sanitizing solution. C. Wipes dry.

APPENDIX A

CONCURRENT WORK EXPERIENCE
Butcher Shop Job Training Outlines

TASKS AND DUTIES	THINGS TO KNOW ABOUT THEM
I. Cleaning work area, tools and equipment	A. Puts knives and utensils into solution. B. Cleans tools with brush, rinses, and dries. C. Hoses down and scrubs floors.
II. Unloading meat into cooler	A. Stores meat so as not to block access. B. Keeps older stock to front.
III. Grinding hamburger and sausage	A. Sets up equipment for grinding. B. Grinds safely, not overloading.
IV. Cutting beef for stew	A. Cuts beef in one inch cubes.
V. Wrapping meat for freezing	A. Wraps tightly, excluding air to avoid freezer burn. B. Seals packages without their loosening.
VI. Slices bacon and cold cuts for orders	A. Cuts only amount ordered.
VII. Getting products for orders	A. Takes from old stock first. B. Leaves freezer in good order.
VIII. Marking, weighing, packing boxes of meat for storage	A. Lines boxes for storage. B. Marks boxes appropriately. C. Packs boxes to proper weight.
IX. Stocking freezer	A. Faces old stock. B. Stocks boxes for convenient access.
X. Boning-out beef rounds and chucks	A. Cuts close to the bone to make roasts. B. Trims close to keep waste down.
XI. Trimming pork	A. Trims fat for rendering. B. Trims pork for sausage.

CONCURRENT WORK EXPERIENCE
Bakery Job Training Outline

APPENDIX A

TASKS AND DUTIES	THINGS TO KNOW ABOUT THEM
I. Clean-up	A. Washes and rinses trays, bowls, and utensils used for baking, and returns them to proper drawers and cupboards. B. Moves racks and containers on wheels to sweep in small area at one time and then replaces them in proper position. C. Washes and rinses bread mixer daily. D. Cleans bread slicer and surrounding area after use. E. Sorts and keeps record of laundry.
II. Baking	A. Greases pans and trays. B. Places pans and trays on racks in proper numbers for panning up bread and rolls or cookies. C. Helps load and unload ovens and places bread on racks. D. Wraps and seals sliced bread and replaces it on racks. E. Slices bread. F. Greases bread trough before dough is put in. G. Scales and rounds dough before it is molded into loaves. H. Molds and shapes dough for bread and rolls.

CONCURRENT WORK EXPERIENCE
Shoe Shop Job Training Outline

APPENDIX A

TASKS AND DUTIES	THINGS TO KNOW ABOUT THEM
I. Heeling	A. Removes old heels.
	B. Pulls nails and/or removes glue.
	C. Shieves up sole, if necessary.
	D. Applies new heel: 1. uses glue, if appropriate; 2. uses nails, if appropriate; 3. uses both glue and nails, if needed.
	E. Finishes heel by grinding, if necessary, priming, and polishing.
II. Soleing	A. Removes old sole or part of sole.
	B. Fits half sole or sole to the upper.
	C. Glues or stitches and nails soles to uppers as appropriate.
	D. Finishes soles by grinding, priming, and polishing.
III. Stitching	A. Re-stitches areas where stitches have broken.
IV. Patching shoes	A. Applies patches to worn-out places.
	B. Repairs insteps and replaces hooks and eyes.
VI. Re-work pull-on shoes	A. Splits shoes down front of instep and faces edges.
	B. Punch and apply eyes.
VII. Oil machines	A. Oils weekly or twice weekly, as necessary.
	B. Does not over-lubricate machines or motors.
VIII. Clean machines	A. Cleans wax pots on the sewing machines.
	B. Cleans dust and lint from all machines.

APPENDIX A

CONCURRENT WORK EXPERIENCE

Warehouse Job Training Outline

TASKS AND DUTIES	THINGS TO KNOW ABOUT THEM
I. Assist in placing new stock in warehouse	A. Reads labels, names, and numbers. B. Places new stock correctly facing storage with old stock.
II. Assists in stocking shelves	A. Grinds and bags coffee. B. Fills vinegar jugs. C. Faces shelves with older stock.
III. Assists in filling orders	A. Gets articles and goods ready for orders. B. Leaves shelves in good order.

APPENDIX A

CONCURRENT WORK EXPERIENCE
Soda Bar Job Training Outline

TASKS AND DUTIES	THINGS TO KNOW ABOUT THEM
I. Filling pop machines	A. Puts correct brand in proper place. B. Keeps machine stocked.
II. Stocking shelves	A. Stocks bagged items placing old stock forward. B. Stocks cigarettes and tobacco facing old stock. C. Stocks candy, placing old stock in position for removal first. D. Stocks toilet articles facing shelves with old stock.
III. Cleaning tables	A. Wipes tables clean with a damp cloth, folding any debris into the cloth. B. Washes tables after closing.
IV. Washing glassware and utensils	A. Washes articles properly in hot water with correct amount of soap or detergent. B. Rinses articles in sanitizing solution and places them properly in storage.
V. Waiting on customers at counter	A. Fills orders for candy, pop, cigarettes, tobacco, or toilet articles. B. Fills orders for food. C. Keeps counter clean. D. Anticipates needs of customer. E. Totals purchases.
VI. Waiting on tables	A. Brings water to the table. B. Takes and fills orders. C. Anticipates wants of the customer, refilling water glasses and/or coffee cups. D. Makes out guest check.
VII. Fountain work	A. Makes sundaes. B. Makes sodas and fountain drinks. C. Mixes milk shakes and malts.

TASKS AND DUTIES	THINGS TO KNOW ABOUT THEM
VIII. Sandwich-making, grill and deep frying	A. Makes cold sandwiches.
	B. Deep fries hot dogs.
	C. Fries hamburgers.
	D. Scrapes and cleans grill.
	E. Prepares orders so that all items are ready at the same time.

CONCURRENT WORK EXPERIENCE
Garden Job Training Outline

APPENDIX A

TASKS AND DUTIES	THINGS TO KNOW ABOUT THEM
I. Root cellar work	A. Keeps floor and work areas clean.
	B. Removes potato sprouts.
	C. Carries in and stores produce.
	D. Crates potatoes for orders.
	E. Helps load produce for orders.
	F. Sorts fruits and vegetables and removes spoiled produce.
II. Planting	A. Marks rows for planting.
	B. Makes furrows for setting onions.
	C. Sets onions at proper intervals.
	D. Digs holes for fruit trees.
	E. Sets trees and replaces soil with enough water.
	F. Waters new trees as needed.
	G. Assists in setting cabbage and tomato plants.
III. Cultivating	A. Pulls weeds.
	B. Removes branches from orchard.
	C. Hoes weeds.
	D. Cuts weeds.
	E. Waters plants when necessary.
	F. Cultivates weekly, or as needed.
	G. Covers tomato plants against frost.
IV. Harvesting	A. Pulls rhubarb.
	B. Cuts leaves from rhubarb.
	C. Pulls radishes.
	D. Pulls green onions and removes old shell.
	E. Cuts cabbage and lettuce.
	F. Picks peppers and tomatoes.
	G. Digs carrots and removes tops.
	H. Pulls beets and cuts tops to correct length to prevent bleeding.

TASKS AND DUTIES	THINGS TO KNOW ABOUT THEM
IV. Harvesting (Continued)	I. Digs parsnips and trims roots.
	J. Washes all vegetables as needed.
	K. Wheels or carries vegetables to loading area.
	L. Picks cucumbers.
	M. Picks apples and pears.
	N. Crates fresh fruits and vegetables for orders.
	O. Carries vegetables and fruits in for storage.
V. Greenhouse work	A. Plants seeds in flats.
	B. Waters flats, as needed.
	C. Transplants seedlings into other flats as they are ready.
	D. Opens and closes ventilator windows to regulate temperature.
	E. Keeps area clean with broom or hose.

APPENDIX A

CONCURRENT WORK EXPERIENCE
Grounds Maintenance Job Training Outline

TASKS AND DUTIES	THINGS TO KNOW ABOUT THEM
I. Lawn care	A. Rakes leaves and trash. B. Picks up litter, twigs, and branches. C. Plants flower beds in the spring and keeps them weeded during the growing season. D. Cleans out flower beds in the fall and stores roots, bulbs, or corms.
II. Care of trees and shrubs	A. Assists in trimming hedges. B. Removes dead wood from shrubs. C. Assists in pruning shrubs. D. Assists in trimming trees. E. Assists in removing dead trees and shrubbery.
III. Snow removal	A. Shovels snow from walks. B. Salts icy areas. C. Removes snow and ice from loading platforms.

CONCURRENT WORK EXPERIENCE
Trucker's Helper Job Training Outline

APPENDIX A

TASKS AND DUTIES	THINGS TO KNOW ABOUT THEM
I. Food truck	A. Assists in loading, delivering and unloading meat, bread, produce, and milk. B. Helps deliver food cart from Cottage 15 to Central Kitchen, and return it to Cottage 15, twice daily. C. Assists in delivering food trays to the powerhouse twice daily. D. Assists in delivering groceries and supplies to kitchens and cottages. E. Assists in picking-up and returning empty containers to point or origin.
II. Paper truck	A. Assists in picking-up waste paper from all containers daily. B. Assists in burning paper in the incinerator. C. Helps pick up broken furniture and deliver it to the carpenter shop or service building for repair and then helps return repaired article. D. Assists in delivering marking room supplies and new clothing to marking room and/or to cottages. E. Assists in hauling vegetables to the kitchens twice daily.
III. Dump truck	A. Assist in picking up garbage daily. B. Help load sand, gravel, and dirt. C. Cut weeds. D. Assist in moving furniture. E. Assist in excavating. F. Help put up and take down snow fence. G. Help erect and dis-assemble playground equipment. H. Assist in snow removal.

INDUSTRIAL THERAPY WORK AREAS

APPENDIX B

DEPARTMENTS OR SERVICE	Work Area	GENERAL OUTLINE OF DUTIES
Cottage Living Department	Cottage 1 Cottage 2 Cottage 3 Cottage 4 Cottage 5 Cottage 6 Cottage 7 Cottage 12 Cottage 13 Cottage 14 Cottage 15	General janitorial work, clothes room operation, patient escorting, linen folding.
	Barber Shop	Patient escorting, holding patients in chairs, rough clipper work, and shop cleanup.
	Beauty Shop	Patient escorting, holding and lifting patients, shampooing, and hair setting.
	Messenger	Distributing communications, mail, small packages, etc.
Food Service	Bakery	Forming dough, slicing bread, cleanup.
	Butcher Shop	Boning, grinding, packaging.
	Kitchen 2 Kitchen 3 Kitchen 5 Kitchen 12 Kitchen, Central	Vegetable preparation, dining room, pots and pans, dishwasher, and ticket taker.
Housekeeping Services	Garden	Weeding, hoeing, picking, etc.
	Shoe Shop	Heeling, soleing, stitching, polishing.

APPENDIX B

DEPARTMENT OF SERVICE	Work Area	General Outline of Duties
Laundry Service	Washers Tumblers	Loading and unloading.
	Clean sorting	Sorting clean clothes to appropriate cottage.
	Flatwork shakers	Shake out flatwork linen for mangling.
	Flatwork ironers	Feed and fold on the flatwork ironer.
	Finishing room	Hand ironing.
	Sewing room	Patching and sewing restraint straps.
Warehouse	Warehouse	Stocking shelves, filling orders.
Maintenance Department	Maint. Dept.	Gas pump operation, oil changing, and records.
Occupational Therapy Department	O.T. Center & cottage areas	Patient escorting, lifting patients, cleanup.
Outside Detail	Detail truck Food truck Laundry truck Trash truck	Loading and unloading.
	Grounds detail	Lawn and shrub care, snow shoveling, tree trimming, etc.
Patient Soda Bar	Soda Bar	Cleanup, waiting on tables, counter, food preparation, stocking.
Recreation Department	Recreation areas	Patient escorting, cleanup.
School Department	Classroom	Patient escorting; aiding teachers.

ART PROGRAM

Many retarded children are denied satisfaction gained from intellectual power, the world of work, effective interpersonal relationships and in other areas of living which normal persons participate. As a result, aesthetic expression and appreciation is an important area of development among retarded children.

Southern Wisconsin Colony recognizes the worth and need of providing the retarded the opportunity and resources of finding ways and means for creative expression and developing special interests and abilities. Such opportunities are aimed at helping the child and adult retarded to achieve aesthetic satisfaction from natural environment, good grooming, and attractive clothing.

An art program helps a child to grow in many ways. It is just a means to growth. The final products are not important except as they are important to the child. The hands help the mind to learn as the mind helps the hands to do. It is a continuing process and is as hard to measure as any other constantly growing process. Each child is in himself an individual and grows at an ever changing rate of speed. Mental, emotional, social, perceptual, physical, aesthetic, and creative growth can occur through the art program. The attempt to achieve whatever growth that is possible is the objective of this art program.

Pre-primary Objectives

To develop a concept of color.
To develop a concept of self and the human figure.
To develop motor coordination.
To develop the ability to work in a group.
To lengthen attention span to thirty minutes or more.
To develop art as a means of expression.
To expose to creative activities and free choice of materials.

Pre-primary Program

I. Color

- A. Names of colors.
- B. Choice of color to a slight degree:
  - 1. Santa is red;
  - 2. pumpkin is orange.
- C. Materials:
  - 1. large crayons;
  - 2. poster paints, large brushes.

II. Human figure (after scribbling stage)

- A. Draw themselves:
  - 1. do we have one eye?
  - 2. do we have arms and legs?
- B. Draw mother, father.

III. Coordination

- A. Scribbling stage (gross motor skills).
- B. Control of crayons and paint brushes (fine motor skills).

IV. Offer free choice of materials

- A. Large crayons.
- B. Poster paint with large brushes at an easel.
- C. Plasticene.
- D. Scissors and paste.

Evaluation Chart - Pre-primary group

I. Mental age 2 - 3

- A. Uncontrolled scribbling.
- B. Pounding or kneading of clay.
- C. Enjoyment of doing these things.

II. Mental age 2½ - 3½

- A. Controlled repeated motions in scribbling.
- B. Makes coils of clay.
- C. Enjoys breaking clay.
- D. Concentrates on what he is doing.

III. Mental age 3 - 4

- A. Names his scribbling.
- B. Names his clay pieces.
- C. Uses his own ideas.

IV. Mental age 4 - 5½

- A. Concept of man shows more than head and feet.
- B. There is an increase in details.

Objectives - Primary Group

To develop a concept of self and an awareness of environment.
To increase attention span to sixty or more.
To develop art as a means of expression.
To promote creative growth (pride in own work).
To develop a sense of responsibility.
To start development of fine motor skills.

Primary Program

I. Color

- A. Names of color:
  - 1. primary and secondary;
  - 2. card game of colors.
- B. Mixing of colors:
  - 1. water colors;
  - 2. finger paints.
- C. Use of colors together:
  - 1. restricting (use of two or three colors);
  - 2. one dark, one light color;
  - 3. use of neutral colors with brighter colors.

II. Motor skills

- A. Control of scissors in cutting.
- B. Folding paper.
- C. Paper sculpture.
- D. Use of small brushes and crayons.

IIII. Attention span

- A. Should be able to do just one type project per class period.
- B. Should not require frequent motivation after initial direction.

IV. Responsibility

- A. Able to clean up his own work area.
- B. Can be allowed to get his own supplies from the cupboard.

V. Creative growth

- A. Draws actual things, people, etc.
- B. Enjoys trying new projects and materials.

Evaluation Chart - Primary Group

I. Mental age 5½ - 7

- A. Parts of boyd are drawn.
- B. Features are included.
- C. Use of different symbols.
- D. Use of details.
- E. Increase of details.
- F. Drawing is representational.
- G. Free of stereotype drawing (emotional growth).
- H. Idea of space (beginning of base line).

II. Mental age 7 - 9

- A. Developed concepts of things familiar to him.
- B. Concepts clearly expressed.
- C. Colors relate to objects.
- D. Differentiates his schemata (hands,with fingers, eyes with eyebrows).
- E. Space Concept:
  - 1. base line;
  - 2. sky.
- F. Aesthetic growth:
  - 1. desire for decoration;
  - 2. organization of space in pictures.
- G. Has independent concepts.

Objectives - Intermediate Group

To develop more awareness of environment:
    1. what a tree really looks like;
    2. is there more than one kind of tree.
To develop the ability to follow more verbal directions.
To develop fine motor skills.
To further develop attention span.
To develop art as a means of expression.
To develop a concept of space and third dimension.
To develop the ability to work as a group on group projects.

Intermediate Program

I. Color
  A. Use of pleasing color combinations.
  B. Mixing of colors to get more variety of color.

II. Motor skills
  A. Use of tools:
    1. block printing;
    2. clay work;
      a) slab
      b) coil
  B. Small and more complicated projects:
    1. metal tooling;
    2. copper enameling.

III. Attention span
  A. Projects that carry over from one class period to another.
  B. Motivation for initial start of project, but can continue another day without motivation.

IV. Responsibility
  A. Takes care of own tools.
  B. Gets out own project and tools.
  C. Cleans up own work area.
  D. Puts away his own projects.

V. Creative growth
  A. Develops own ideas for project.
  B. Uses own ideas in given projects.

VI. Art as a means of expression
  A. Describe in a picture what was seen on a field trip.
  B. Free choice of color to suit mood.
  C. Free choice of projects part of the time.

VII. Three dimensional project (space concept)
  A. Paper sculpture.
  B. Clay work.
  C. Paper mache puppets.

VIII. Ability to follow directions
  A. Follow visual directions.
  B. Follow verbal directions:
    1. one or two directions at a time;
    2. work up to three or four at a time.
  C. Most any craft project works well in this area:
    1. paper craft;
    2. clay work;
    3. paper mache.

Evaluation Chart - Intermediate Level

I. Mental age 9 - 11

  A. Uses details to characterize self and environment.
  B. Departs from use of schemata.
  C. Details retain meanings when separated from the whole.
  D. Characterizes boys as boys and girls as girls.
  E. Departs from use of base line.
  F. Expresses the plane in his drawings.
  G. Chooses his own subject.
  H. Freedom in drawing (not stiff).
  I. Cooperates with group.
  J. Relates colors one to another.
  K. Inventive in using materials.

II. Mental age 11 - 13

  A. Complete absence of schemata.
  B. Tendency toward a more conscious approach of subject matter.
  C. Gives attention to meaningful details or differentiated appearance.
  D. Alertness either toward expressive details or differentiated appearance.
  E. Aware of use of techniques.
  F. Has own style of drawing, etc.
  G. Has awareness of joints in his drawing.
  H. Differentiates between size and age in drawing.

Objectives - Teen-age and Adult

To further develop hand skills.
To develop a longer attention span in a work type experience.
To develop a practical sense of color:
  1. combinations of colors in clothes we wear;
  2. selection of colors for rooms, etc.
To develop the ability to work with others and carry his fair share of the work.
To develop art as a hobby for good use of leisure time.
To develop art as a means of expression - grooming, clothing, furnishings.

(Craft projects are particularly enjoyed by this group. They enjoy the sense of accomplishment in making something that can be used).

Program - Teen-age and Adult Group

I. Color
  A. Light and dark colors, yellow vs. brown, etc.:
    1. colored paper sculpture;
    2. crayons, paints.

- B. Pleasant color combinations:
    - 1. design projects;
    - 2. ceramics.
- C. Degrees of color (light green and dark green):
    - 1. water colors;
    - 2. finger paints.

II. Motor skills

- A. Refinement of use of tools:
    - 1. clay
        - a) slab
        - b) coil
        - c) wheel
    - 2. textile painting
        - a) stencil
        - b) block printing
- B. Longer and more complicated projects:
    - 1. clay (wheel work);
    - 2. designing and cutting linoleum blocks.

III. Attention Span and Motivation

- A. Use of projects that require many class meetings to complete them.
- B. Suggest own projects from observing others.

IV. Class Responsibility

- A. Takes care of the tools and uses of supplies with some understanding.
- B. Help each other with things they are re-doing.
- C. Asks for help only when it is needed.

V. Creative growth

- A. Tries to solve own problems of how to do something.
- B. Plans what he would like to do next.

VI. Art as a Means of Expression

- A. More likely to feel the need to make something that can be used:
    - 1. ceramic dish;
    - 2. cuff links;
    - 3. textile curtains.
- B. Usually unable to become free in expression after too much exposure to number paintings, craft kits, etc.

EDUCABLE MUSIC PROGRAM

Music is extremely important in a program for educable children. Because most children are fond of music, they respond to it and can focus their attention on its activities. The music program is not designed for the purpose of discovering talented children. Its scope is much broader, namely, to make the child happier and more sensitive to beauty, as a socializing force, enabling him to adjust more adequately to his environment.

The first step toward success is to secure the interest and attention of the children through a sympathetic enthusiastic attitude toward them. The music period should be one of pleasure, inspiration, recreation, but never a dull monotonous routine.

The world of the child is full of wonder, beauty, and novelty with endless possibilities of delight and enchantment. Adults should not forget to "live with them" through this period of their lives.

The following is a sequential program of music for educable children:

AIMS IN THE MUSIC EDUCATION OF THE MENTALLY RETARDED CHILD:

1. To promote the social development of the retarded child through participation in musical group activities.

2. To create within the child a mood or attitude conducive to better functioning and learning.

3. To improve speech and enunciation through singing.

4. To develop the child's awareness of his environment through listening.

5. To develop correct posture.

6. To develop the love for and appreciation of good music.

7. To provide a clean, emotional outlet, a means of self-expression and inspiration for the individual.

8. To develop a sense of rhythm through various rhythmic activities.

9. To provide pleasure and entertainment.

PRE-PRIMARY

I. Release of tension and development of body coordination.

A. Rhythm
   1. clapping to various rhythms;
   2. walking;
   3. swaying;
   4. marching;
   5. hopping;
   6. rhythm band
      a) ability to start and stop with the music.

II. Awareness of the Sound of Music

A. Listening
1. appropriate background music during periods of rest, work and play;
2. identify familiar and simple new melodies;
3. respond to moods of music.

B. Singing
1. Tone matching songs
   a) sing me your name
   b) short melodies using sounds of animals, machines, weather, etc.

2. Action songs and singing games
   a) Eency, Weency Spider
   b) Mr. Snowman
   c) Teddy Bear
   d) Here We Go 'Round the Mulberry Bush
   e) Clap, Clap to the Music
   f) Put Your Hands on Your Head
   g) Clap Your Hands

3. Holiday songs
   a) Halloween
      -Halloween Song
      -What a Surprise
      -Little Jack Pumpkin Face
   b) Thanksgiving
      -Mr. Turkey
      -Gobble, Gobble
   c) Christmas
      -Up on the House Top (chorus)
      -Jingle Bells (chorus)
      -Rudolph the Red Nose Reindeer
      -Away in the Manger
      -Silent Night
   d) St. Valentine's Day
      -Be My Valentine
   e) Easter
      -Bunny, You're So Funny
      -There's a Little Bunny

4. Seasonal songs
   a) Hear the Rain
   b) Making a Snowman

5. Counting and number songs
   a) This Old Man

EDUCABLE MUSIC PROGRAM

PRIMARY

A. Rhythm
  1. clapping to various rhythms;
  2. swaying;
  3. marching;
  4. hopping;
  5. skipping;
  6. leaping;
  7. rhythm band:
     a) ability to enter and re-enter at certain spots in a song;
     b) ability to read simple rhythm band music.

B. Listening
  1. appropriate background music during periods of rest, work, and play.
  2. identify familiar and simple new melodies;
  3. identify more complex melodies;
  4. respond to moods of music;
  5. respond to rhythmic accent of music;
  6. identify better known instruments;
  7. distinguish kinds of music:
     a) soft and loud;
     b) fast and slow;
     c) low and high.
  8. distinguish kinds of music:
     a) march, waltz, etc.

C. Singing
  1. tone matching games:
     a) Sing Me Your Name;
     b) short melodies using sounds of animals, machines, weather, etc.
     c) Can You Sing?
  2. action songs and singing games:
     a) Teddy Bear
     b) Here We Go 'Round the Mulberry Bush
     c) Clap, Clap to the Music
     d) Put Your Hands on Your Head
     e) Clap Your Hands
     f) Jimmy Crack Corn
     g) Looby Lou
     h) Round the Village
     i) Did You Ever See a Lassie?
     j) Bow Belinda
     k) Traffic Lights
  3. established favorites:
     a) Old McDonald
     b) Workin' on the Railroad
     c) Do Lord
     d) You are My Sunshine
     e) Home on the Range
  4. holiday songs:
     a) Halloween songs
        -What a Surprise
        -Little Jack Pumpkin Face
        -Five Little Pumpkins
        -Goblins and Witches

b) Thanksgiving
   -Gobble, Gobble
   -He's a Big Fat Turkey
c) Christmas
   -Jingle Bells
   -Rudolph the Red Nose Reindeer
   -Away in the Manger
   -Silent Night
d) St. Valentine's Day
   -Be My Valentine
   -When You Send a Valentine
   -Pretty Valentine
   -One He Loves
e) Easter
   -Bunny You're So Funny
   -There's a Little Bunny
   -The Easter Egg
   -Fluffy Bunny
   -Easter Bells

5. patriotic songs:
   a) America
   b) Yankee Doodle
   c) Star Spangled Banner
6. seasonal songs:
   a) Hear the Rain
   b) Sleigh Ride
   c) White Coral Bells
7. counting and number songs:
   a) We're Ten Miles from Home
   b) Ten Little Indians
   c) Ten Green Bottles

D. Music Knowledge
   1. staff;
   2. clef;
   3. line notes;
   4. space notes.

E. Instrumental Work
   1. song flutes.

INTERMEDIATE

A. Rhythm
   1. clapping to various rhythms;
   2. marching;
   3. running;
   4. skipping;
   5. rhythm band:
      a) ability to enter and re-enter at certain spots in a song;
      b) ability to read simple rhythm band music.

B. Listening
   1. appropriate background music during periods of rest, work, and play;
   2. identify familiar and simple new melodies;

3. identify more complex melodies;
4. respond to moods of music;
5. respond to rhythmic accent of music;
6. identify better known instruments;
7. distinguish the following:
    a) soft and loud;
    b) fast and slow;
    c) low and high.
8. Distinguish kinds of music:
    a) march, waltz, etc.

C. Singing
1. tone matching songs:
    a) short melodies using sounds of animals, machines, weather, etc.
    b) Can You Sing?
2. action songs and singing games:
    a) Jimmy Crack Corn
    b) Looby Lou
    c) Round the Village
    d) Did You Ever See a Lassie?
    e) Bow Belinda
    f) Traffic Lights
3. established favorites:
    a) Old McDonald
    b) Workin' on the Railroad
    c) Do Lord
    d) You are My Sunshine
    e) Red River Valley
4. holiday songs;
    a) Halloween
        -Halloween Song
        -Five Little Pumpkins
        -Goblins and Witches
    b) Thanksgiving
        -Gobble, Gobble
        -He's a Big Fat Turkey
    c) Christmas
        -Jingle Bells
        -Rudolph the Red Nose Reindeer
        -Away in a Manger
        -Silent Night
        -O, Come All Ye Faithful
    d) St. Valentine's Day
        -When You Send a Valentine
        -One He Loves
    e) Easter
        -Easter Bells
5. patriotic songs:
    a) America
    b) Battle Hymn of the Republic
    c) Yankee Doodle
    d) Star Spangled Banner
    e) This Land
6. counting and number songs:
    a) Ten Green Bottles

EDUCABLE MUSIC PROGRAM

APPENDIX D

D. Music Knowledge
    1. staff;
    2. clef;
    3. line notes;
    4. space notes;
    5. names of notes;
    6. kinds of notes;
    7. marks of expression.

E. Instrumental Work
    1. song flutes;
    2. private and group lessons on legitimate instruments.

PHYSICAL EDUCATION

INTRODUCTION

Physical education and training are considered to be an essential part of the total experience of both educable and trainable children at all levels on the continium of training education, habilitation and rehabilitation programs at Southern Wisconsin Colony.

Developing the skills needed for appropriate growth and development through physical activity and providing the means for securing these activities are the objectives of the physical education program. These objectives are an integral part of the total continium that seeks to meet the needs that have their beginnings in the fact that retarded children will continually face situations that require growth in individual capacity to meet his health needs.

Overall Goals

1. Development of large muscle strength and coordination.
2. Develop correct postural habits.
3. Develop sufficient physical skill to attain enjoyment and pleasure from activity.
4. Develop social integration of members within the group.
5. Develop desirable attitudes inherent in group relationships.
6. Develop alertness, self-control, and cooperation in group or individual games and activities.
7. Develop ability to listen and follow directions.

Specific Goals

1. Efficiency in large muscle movement for improved balance and coordination.
2. Development of good posture and body carriage.
3. Develop rhythmic locomotion with dramatic play and singing games.
4. Develop skill in group activities.
5. Ability to use basic skills in game situations with some proficiency.
6. Ability to distinguish rhythmic tempos.
7. Learn rules for individual and group games.
8. Ability to organize and work insquad and team formations.
9. Know and follow rules for team games.
10. Ability to use basic dance steps.

PRE-PRIMARY

I. Specific Skills

A. Catching and throwing with some accuracy.
B. Hopping, skipping, walking, and running to music.
C. Learning words and actions to singing games.
D. Climbing and hanging on apparatus.

PHYSICAL EDUCATION

II. Suggested Activities

A. Games:
  1. Duck Duck Goose.
  2. Beater Go Round.
  3. Hit the Bucket.
  4. Shuttle relays.

B. Apparatus:
  1. Horizontal ladder:
    a) straight arm hang;
    b) climbing;
    c) traveling - rungs.
  2. Trampoline:
    a) plain jump;
    b) knee drop;
    c) seat drop.
  3. Balance beam:
    a) plain front walk;
    b) plain backwards walk;
    c) knee dip;
    d) stork stand.
  4. Still rings:
    a) straight arm hang;
    b) bend arm hang;
    c) inverted hang - tuck position.
  5. Parallel bars:
    a) straight arm support;
    b) pendulum swing;
    c) birds nest.

C. Stunts and Tumbling:
  1. forward and backward rolls;
  2. log roll;
  3. tri-pod;
  4. knee dip;
  5. stork stand;
  6. crab walk;
  7. inch worm.

D. Rhythms:
  1. Go round and Round the Village;
  2. Sally go Round;
  3. Looby Loo.

PRIMARY

I. Specific Skills

A. Catching, throwing, and batting with accuracy.
B. Ability to kick a soccer ball with fairly good accuracy.
C. Learn steps and patterns for simple folk dances.
D. Develop some proficiency on apparatus.
E. Perform tumbling stunts.

PHYSICAL EDUCATION

II. Suggested Activities

- A. Games:
  1. pom-pom pullaway;
  2. run for your supper;
  3. Snatch;
  4. Pin guard;
  5. Call Ball;
  6. Soccer Kick Ball;
  7. Long Base;
  8. First Bounce or Fly.

- B. Apparatus:
  1. Horizontal Ladder:
     - a) straight arm hang;
     - b) bent arm hang;
     - c) traveling - rung and sides
     - d) dismount - through rungs.
  2. Trampoline:
     - a) plain jump;
     - b) knee drop;
     - c) seat drop;
     - d) knee-seat drop;
     - e) front drop.
  3. Balance beam:
     - a) plain front walk;
     - b) plain backwards walk;
     - c) knee dip.
  4. Still rings:
     - a) straight arm hang;
     - b) bent arm hang;
     - c) inverted hang-tuck and straight positions;
     - d) birds nest.
  5. Parallel bars:
     - a) straight arm support;
     - b) pendulum swing.

III. Stunts and Tumbling

- A. backward and forward rolls;
- B. log roll;
- C. tri-pod;
- D. knee dip;
- E. stork stand;
- F. crab walk;
- G. inch worm.

IV. Rhythms

- A. Seven Jumps.
- B. Showmaker's Dance.
- C. Bleking.

INTERMEDIATE

I. Specific Skills

A. Catching, throwing, and batting with some proficiency.
B. Learn basic folk dance steps and patterns for elementary folk dances.
C. Develop some skill on apparatus.
D. Perform individual and partner tumbling stunts.

II. Suggested Activities

A. Games:
  1. Soccer Kickball.
  2. Softball.
  3. Pin Guard.
  4. Nine-Court Basketball.

B. Apparatus:
  1. Horizontal Ladder:
    a) straight arm hang;
    b) bent arm hang
    c) traveling rungs - forwards and backwards;
    d) dismount through rungs;
    e) dismount - over side.
  2. Trampoline:
    a) plain jump;
    b) knee drop;
    c) seat drop;
    d) knee and seat drop;
    e) front drop;
    f) back drop.
  3. Still rings:
    a) straight arm hang;
    b) bent arm hang;
    c) inverted hang - tuck and plain positions;
    d) birds nest.
  4. Parallel bars:
    a) straight arm support;
    b) pendulum swing.
  5. Horse:
    a) squat mount;
    b) knee mount;
    c) squat vault;
    d) straddle vault.

III. Stunts and Tumbling

A. Forward and backward rolls.
B. Tri-pod and tip-up.
C. Head stand.
D. Draw up head stand.
E. Double forward roll.
F. Shoulder stand.

IV. Rhythms

A. Ace of Diamonds.
B. Bleking.
C. Seven Jumps.

APPENDIX F

SPEECH AND LANGUAGE DEVELOPMENT PROGRAM
For The
RESIDENTIAL EDUCABLE CHILD

INTRODUCTION

The importance of a sequential speech and language program for the residential educable retardate cannot be over-emphasized. All efforts must be made to prepare this individual for his return to society. This means special emphasis on oral communication. Although the individual may be normal in appearance, poor speech and language may quickly label him as being retarded, thus making it more difficult to adjust to society.

The incidence of speech problems among the retarded, particularly in the problem of infantile speech, is greater than that found among normal children. The retardate needs special attention by both a speech therapist and the classroom teacher in order that he may improve his speech.

At Southern Wisconsin Colony, all Pre-Primary, Primary, and Intermediate classes participate once or twice a week in the speech and language program. In addition, the therapist meets once a month with the classroom teachers to outline and discuss the program, to evaluate progress, and to assist the teacher in carrying out the program on a daily basis in the classroom. Speech and hearing therapy is also provided on an individual or small group basis for those having more serious defects. The major goal is to develop oral communication for each individual on a level equal to his optimum potential.

Good oral communication is dependent upon a sequential pattern of development through the various stages of speech and language. The following outline of concepts has been compiled to present curriculum guidelines for the teacher when planning speech and language programs to meet the needs of educable classes. These are only guidelines. The teacher must use her knowledge of child development, ingenuity, and creativity in presenting activities which will provide experiences involving the various concepts. Each session should be comprised of at least one activity in each of the four main developmental areas.

Following the outline is an Appendix listing suggested activities, teaching aids, and references which can be used by the teacher in carrying out the program.

PRE-PRIMARY

Objectives

To develop meaningful listening habits.
To develop good speech.
To develop oral communication.
To develop vocabulary.

I. Development of Listening Habits

- A. Identify and reproduce sounds:
  - 1. Animal (farm and zoo).
  - 2. Common sounds (sounds of their environment).
- B. Identify voices and sounds of other class members.
- C. Locate sounds (direction).
- D. Listen to short stories and poems:
  - 1. Answer simple questions regarding stories and poems.
  - 2. Re-tell story in sequence.
  - 3. Dramatize story.
- E. Follow commands (single to series of 3 or 4).

II. Development of Speech

- A. Exercises for relaxation.
- B. Exercises for correct breathing.
- C. Vowel sounds (stress correct tongue placement for sound).
- D. Consonant sounds (develop in sequential order through the $3\frac{1}{2}$ year level. See Supplementary material - Sound Chart).
- E. Combine consonants with vowels in sequential order:
  - 1. Initial position (m - a).
  - 2. Final position (a - m).
  - 3. Medial position (a - m - a).
- F. Repeat simple words having specific sound in all three positions.

III. Development of Oral Communication

- A. Naming of objects.
- B. Give commands (run, jump, stop, go, etc.).
- C. Use phrases.
- D. Use complete sentences (simple).
- E. Tell story or event in sequence.
- F. Dramatize story or event.

IV. Development of Vocabulary (use words found in School Curriculum)

- A. Introduce words.
- B. Repeat words (stress correct pronunciation).
- C. Explain meaning of words.
- D. Use words in phrases and simple sentences.

SPEECH AND HEARING DEVELOPMENT

PRIMARY

Objectives

To continue development of meaningful listening habits.
To continue to develop good speech.
To continue to develop oral communication.
To continue to develop vocabulary.

I. Development of Listening Habits

- A. Group sounds (home, country, city, school, etc.).
- B. Describe sound quality:
  - 1. High - low.
  - 2. Soft - loud.
  - 3. Sounds around room.
- C. Listen to short stories and poems:
  - 1. Discuss meaning of words found in poem or story.
  - 2. Discuss words that sound alike.
  - 3. Discuss rhyming words.
  - 4. Discuss words that have same initial sound.
  - 5. Ask and answer questions about story or poem.
  - 6. Re-tell story or poem.
  - 7. Dramatize story.
- D. Follow commands (four to six in series).

II. Development of Speech

- A. Exercises for relaxation.
- B. Exercises for correct breathing.
- C. Consonants (develop in sequential order, following Supplementary Material - Sound Chart, beginning at four years and completing list).
- D. Combine consonants with all vowels in sequential order:
  - 1. Initial position.
  - 2. Final position.
  - 3. Medial position.
- E. Identify specific sounds in stories and poems.
- F. Repeat simple words having specific sound in all three positions.
- G. Repeat simple sentences having specific sounds in all three positions.
- H. Uses sound in spontaneous speech.

III. Development of Oral Communication

- A. Uses complete sentences (simple to complex).
- B. Tell story or event in sequence.
- C. Dramatize story or event.
- D. Develop conversation.
- E. Simple choral reading.

IV. Development of Vocabulary

- A. Introduce words.
- B. Repeat words (stress correct pronounciation).
- C. Define words.
- D. Use words in sentences.

SPEECH AND HEARING DEVELOPMENT

INTERMEDIATE

Objectives

1. To maintain meaningful listening habits.
2. To refine and maintain good speech.
3. To develop ability of oral communication.
4. To increase vocabulary.

I. Development of Listening Habits

- A. Sound discrimination:
  - 1. Listen for specific sounds.
  - 2. Identify rhyming words.
- B. Listen to stories:
  - 1. Answer questions.
  - 2. Re-tell story in sequence.
  - 3. Dramatize story.

II. Development of Speech

- A. Exercises for relaxation.
- B. Exercises for correct breathing.
- C. Drill vowel and consonant combinations - stress those with which group has greatest difficulty.

III. Development of Oral Communication

- A. Conversation - tell about events of day or future (group on telephone).
- B. Discussion of some subjects.
- C. Choral reading.
- D. Reports given by individuals.
- E. Dramatization.

IV. Development of Vocabulary

- A. Introduce words suggested in school curriculum or experiences.
- B. Define words.
- C. Use words in sentences.

SUGGESTED ACTIVITIES, TEACHING AIDS, AND REFERENCES FOR SPEECH AND LANGUAGE DEVELOPMENT

The following list contains ideas for the classroom teacher which can be used for motivation to develop speech and language in their classes. This is only a brief list which should be expanded to meet the needs of the various classes.

I. Listening Development

   A. Suggested Activities

      1. Games involving sounds or instructions.
      2. Trips or tours to listen for and identify sounds.
      3. Repeating series of words or numbers.

   B. Teaching Aids

      1. Noise-making toys.
      2. Rhythm instruments.
      3. Records:
         a) "Listening Time" - Bowmar Records, Los Angeles, Calif.
         b) Record Readers - Capitol Records.
         c) "What's Its Name" - Jean Utley, Ph.D., Maico Co. Inc., Minneapolis and University of Illinois.
         d) "Learning to Listen" - John Tracy Clinic - Capitol Records.
         e) "Nursery and Mother Goose Songs" - Bowmar Records - Los Angeles, California.
         f) "Listen and Learn Records" - Elaine Mikalson - Pacific Records, Children's Music Center, Los Angeles, Calif.

   C. References

      1. "Speech and Hearing Problems" by Chas. Palmer, Ph.D., Chas. Thomas, Pub. 1961.

II. Speech Development

   A. Suggested Activities

      1. Charts - Development of sounds.
      2. Games - involving imitation of movements - gross to finer.

   B. Teaching Aids

      1. Mirror.
      2. Objects that can be blown, balloons, paper, feathers.
      3. Charts showing lip formations.
      4. Tape recorder.
      5. Film strips.
      6. Flash cards with pictures.
      7. Telephone Trainer Sets (check with local telephone company).

C. References

1. 'What's Its Name" - A guide to Speech and Hearing Development by Jean Utley, University of Illinois Press, 1950.
2. "Teaching the Retarded Child to Talk" - by Julia S. Malloy, John Day Company, New York.
3. "Slow to Talk" by Jean Beasley - Bureau of Publications - Teachers College, Columbia University, New York - 1956.
4. "The Best Speech Series" - Stanwix House, Inc., Pittsburgh, Pa.
5. "My Speech Workbook" - Joyce Hall Parker - Interstate Printers and Publication, Danville, Illinois, 1961.
6. "My Speech Book" - The Sisters of St. Francis of Assisi, St. John's School for the Deaf, 3680 S. Kinnickinnic Avenue, Milwaukee, Wisconsin.

III. Oral Communication

A. Suggested Activities

1. Share and tell time.
2. Field trips.
3. Acting out short stories, poems, and events.
4. Informal conversation.
5. Visitors - human and/or animal.
6. Dramatic play.
7. Puppet shows.
8. Finger plays.

B. Teaching Aids

1. Puppets.
2. Film strips.
3. Movies.
4. Flannel cut-outs.
5. Toys.
6. Old clothes for dress-up.
7. Telephone.
8. Tape recorder.
9. Picture that tells a story.

C. References

1. "Fingerplay Approach to Dramatization" by Mary Jackson Ellis-Dennison and Company, Minneapolis, Minnesota.
2. "Talking Time" by Louise Bendir Scott and J. J. Thompson, Webster Publication Company - 1951.
3. "Let's Do Fingerplays" by Marion Graeson, Robert B. Luce, Inc. Washington - 1962.
4. "Talk About It" - Sisters of St. Francis of Assisi, St. John's
"Talk, Talk, Talk" School for the Deaf, 3680 S. Kinnick-
"Say and Do" innic Avenue, Milwaukee, Wis.

SPEECH AND HEARING DEVELOPMENT APPENDIX F

SUPPLEMENTARY MATERIAL

SOUND CHART

SOUND	AGE*	NAME	PRODUCTION
P	3½	Motor boat (put - put)	Lips shut tightly, release with puff of air, voiceless.
B	3½	Sheep (baa - baa)	Same as P, except with voice.
M	3½	Humming (uuum)	Lips closed, with voice. Sound to come through nose.
H	3½	Happy sound (ha - ha) Panting dog (h - h - h - h)	Voiceless - air emitted through lips that are in formation for vowel which follows.
W	3½	Pig sound (wee - wee) Wind sound (w w woo)	Lips sounded as for oo sound. Back of tongue raised.
T	4½	Watch or clock (tick - tick - tick)	Tip of tongue against gum ridge of upper incisors. Release suddenly with puff of air. Voiceless.
D	4½	Woodpecker (d-d-d-d)	Same as T with voice.
N	4½	Coughing sound (k-k-k-k)	Tip of tongue in relaxed position, back of lower incisors. Back of tongue raised against soft palate to block air. Release tongue quickly to let air out with explosure puff. Voiceless.
N	4½	Mosquito (n-n-n-n-n)	Tongue in same position as for T blocking off air so that it passes through nose with voice.
G	4½	Frog (g-g-g-g)	Same as K, except with voice.
NG	4½	Bell sound (ding dong)	Back of tongue raised against hard palate to block off air, so that it goes through nose. With voice.
Y	4½	Puppy (yip - yip)	Middle of tongue raised, tip lowered, teeth slightly separated. With voice. Glide from this position to following vowel.

* Age average child should have mastered sound.

SPEECH AND HEARING DEVELOPMENT

APPENDIX F

P	5½	Angry cat (f - f - f - f)	Upper teeth lightly on lower lip. Push out air. Voiceless.
V	6½	Fly	Same as for F, except with voice.
SH	6½	Quiet sound (sh - sh - sh)	Tongue pulled back slightly from teeth. Push air through rounded lips that are slightly protruded. Voiceless.
ZH	6½	Steamship horn	Same as SH, except with voice.
TH	6½	Airplane	Tongue protrudes slightly between teeth. Air forced out, gently over tip of tongue. With voice.
L	6½	Singing sound (la - la - la)	Tongue tip touches lightly on gum ridge of upper incisors. Air flows gently over lower side of tongue. With voice.
S	7½	Sammy Snake	Teeth together. Lip is slight smile position. Tip of tongue slightly touching front teeth. Sides of tongue against upper gum ridge. Air emitted between teeth with hissing sound. Voiceless.
Z	7½	Bumble Bee (z - z - z - z)	Same as for S sound, except with voice.
CH	7½	Train (choo-choo-choo)	Combination of T and SH sounds. T first, then quickly shift to SH. Air released, explosively. Voiceless.
J	7½	Hair cut sound Jumping sound	Same as for CH sound, except with voice.
TH	7½	Rooster Growling Dog Fire engine	Tongue curls up and back toward roof of mouth to form a hollow. Lips slightly open. With voice.
WH	7½	Pin wheel Owl	Protrude rounded lips. Raise tongue in back - tip touches lower teeth. Teeth slightly separated. Emit a puff of air as for H before W is sounded.

Other Curriculums

Other curriculums published by the Southern Wisconsin Colony and Training School which are available at no cost are:

A Curriculum for the Pre-School Child

A Curriculum for the Residential Trainable Child

A Curriculum for the Residential Blind Retarded Child

An Activity Curriculum for the Residential Retarded Child